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ABSTRACT

This training manual provides information for the instructors (tutors) of the Shippensburg University Learning Assistance Center (LAC). It discusses the need for tutoring, what the tutoring program is about, and who should be encouraged to attend tutoring sessions. Also, through chapters written by educators with experience in the tutoring process, the manual addresses such areas as coping with mathematics and math anxiety, dealing with different learning styles, setting goals and pacing oneself, assisting the inefficient college learner, and working with professors within the institution. Other discussions include the criteria for selecting tutors, tutor evaluation, Learning Assistance Center workshops, and an examination of the campus resources available to the Learning Assistance Center. The program brochure is included. (GLR)

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Self-Sufficiency in Dialogue: Not for Tutors Only

Learning Assistance Center

1991–1992

Shippensburg University

A member of Pennsylvania's State System of Higher Education

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SELF-SUFFICIENCY IN DIALOGUE: NOT FOR TUTORS ONLY

by
Dr. Beverly A. Butler and friends

Shippensburg University,
Shippensburg, Pennsylvania

@ 1991/1992

Shippensburg University of Pennsylvania is situated adjacent to the borough of Shippensburg (population 6,500), in the heart of the picturesque Cumberland Valley, 40 miles southwest of Harrisburg. It is one of the fourteen colleges in the state system of higher education. The University is a public liberal arts institution with a student population of 6,594: in 1990-91, there were 5,528 undergraduate students and 1,066 graduate students. Forty-one percent of the undergraduate students were enrolled in the academic programs in the *College of Arts and Sciences*, twenty-five percent in the *College of Business*, twenty percent in the *College of Education and Human Services*, and thirteen percent in the *Division of Undeclared Majors.*

Founded in 1871, Shippensburg University has earned a reputation for quality education. It is one of only ten Pennsylvania colleges to have its undergraduate business programs accredited by the *American Assembly of Collegiate Schools of Business*, and one of only 22 of Pennsylvania's 130-some colleges to earn accreditation by the *National Council for the Accreditation of Teacher Education.* Of the University's 322-plus full-time faculty, three out of every four hold a doctorate or the highest terminal degree in their academic field, and many of the others are Ph.D. candidates. Although this is a teaching faculty, virtually all professors are engaged in research, consultation, community services, and/or participation in professional associations.

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Shippensburg University

I want to thank Lousie Kelley for teaching me when I was a graduate student at the University of Iowa that tutoring is another way of dialoguing or talking. I would also like to thank Adriene for the thorough quality of her chapters and for "being there" when this manual was first conceived; Mary for her beautifullly written chapters and for "finding" the title, and Joan for making sure everyone stuck to the deadline, for revising without complaint and for doing all the "little-big" things, like typing chapter titles and updating material.

I thank Amy, Kathy, and Jim for their ideas, and all the other contributors, such as Paul Adams and Dick Ruth, for their chapters.

Then, finally, I must thank all the people who make the Center work -- the students who come semester after semester; the professors and professional staff members who support us in countless ways from Ruth Armstrong and Bill Bassin who find business tutors for us to Cathy Dibello who always recommends us to her students and John Lindberg who compels his basic writers to work with tutors regularly ; the administrators who are trying to understand what it is that we do here; and, most especially, the tutors who truly "labor in the vineyard."

Thanks!

-- in dialogue,

Beverly

Dr. Beverly A. Butler, Director
The Learning Assistance Center

ACT 101 PROGRAM

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

SHIPPENSBURG, PENNSYLVANIA 17257 / (717) 532-1134

Dear Friends:

During the years that I have been at Shippensburg University, I have been able to observe as well as participate in the establishment and the growth of the Writing and Learning Assistance Centers. To be such a participant has been both challenging and exciting!

More students are beginning to use the Center than in past years; more faculty are recognizing the Center as a vital thread in the fabric of academic success and more resources are being put into its operation. Still, the "job" is far from finished. In fact -- to quote the popular singing team of Karen and Richard Carpenter -- we have only just begun. It is, however, through beginnings such as the establishment of the first Learning Assistance Center Advisory Board, the design of a professionally printed brochure and the writing of this manual that we gain solid ground.

I am honored to be asked to lend my endorsement to this training manual, for in so doing I hope to send the "message" that the services the Learning Assistance Center provides are vital and need all of our support. I hope that you will read this manual with care. Thank you.

Sincerely,

Elnetta G. Jones

Dr. Elnetta G. Jones, Dean
Special Academic Programs

The Learning Assistance Center Philosophy

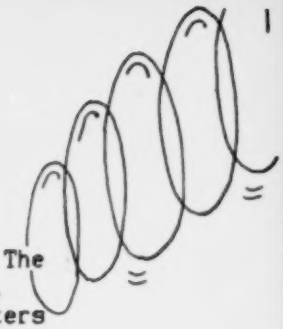
It is the philosophy of the Shippensburg University Learning Assistance Center that learning is a skill that must be taught in such a way that students will become self-sufficent thinkers and practitioners.

Some students arrive at the university already knowing how to learn: they have been fortunate in having good teachers and in being apt pupils. Many students, however, come only with certain assumptions intact: they think they know how to learn, but they soon discover that they do not. Because of them, the Shippensburg University Learning Assistance Center is dedicated to helping develop the skills, attitudes and behaviors necessary for true learning. "True learning" is that knowledge which lasts and which can be duplicated long after the teacher or tutor is no longer present.

LESSONS IN HISTORICAL BRIDGING

Looking Back: Our Evolution

by Beverly Butler



According to Jim Hanlon, * the former Director of Freshman Composition, the idea for a writing center came as early as 1969. The institution did not make a commitment to such a center, however, until almost a decade later. Even though writing and learning centers were familiar facilities in the west and in the midwest, the east and south seemed more likely to consider them "unnecessary evils". There were still some people who believed that students admitted to a university or college should not need supplemental help. This attitude -- though not as pervasive as it once was -- has, nevertheless, persisted. Despite this, the Act 101 Program went ahead and established the first Writing Center in 1975. Since the Center was Act 101 funded and staffed, non-Act 101 students were served on the basis of available space. The Center was housed in Gilbert Hall.

When the English Department took over the Writing Center in 1982, Dr. John Lindberg, a professor in the English Department, became the first director. He was granted one quarter release time to direct the Center. No other monies or funds were set aside for the running of the Writing Center. In addition to himself, Dr. Lindberg had two English Department graduate assistants. Students taking English Composition 101R were required to meet with either Dr. Lindberg or one of his assistants on a regular, weekly basis. They met in DHC 108, the first floor conference room. That first year the Writing Center tutored approximately 100 students per semester. The following year, the Center moved to the second floor of Horton Hall: although still part of the Center, there were separate math and science rooms. The Learning Assistance Center, which was established in 1983, was also housed in the same area in Horton Hall. Dr. Barbara Crist was the director. This Center provided tutoring in subjects outside the realm of writing. In addition, peer tutors joined the staff, thus expanding the number to a total of eight. To be eligible for a tutoring position, peer tutors had to have at least a 3.0 average. Despite this staff increase, Dr. Lindberg continued to tutor.

The next year Guy McCormick, then a graduate student in the English Department, assumed the directorship. During Mr. McCormick's tenure, tutors were trained in a credit-bearing course and his most innovative advice to tutors was that they should not have a writing utensil with them when they were tutoring. Doing this ensured that they could not do any of the work for their students.

When Mr. McCormick went on to pursue his doctorate, I was hired as the Director of the Writing Center. I functioned in this capacity for two years. During that time, there were some changes made: a record card, a flow chart and a tutor evaluation form were introduced in my first year as ways to determine who had used the Center and why; students were encouraged to make appointments rather than to simply "walk in"; tutors were trained in a two-week program and Dr. Mary Libertin was hired my second year as the Assistant Director. Like Mr. McCormick, I was "big" on publicity -- one year, the tutors and I spoke to all the English Composition classes and both years I made posters and signs and wrote letters to let people across campus know about our services. I also wanted students and professors to "feel good" about the Center, and, for this reason, neither my tutors nor I were afraid to "pump the pavement".

The summer after my second year, Dr. Crist retired. Because our Centers co-existed and I had some understanding of what she did in the

Center as well as how it functioned, I was appointed by then Vice President Erik Shaar as the Acting Director of the Learning Assistance Center and the Writing Center. When the two Centers consolidated in this way, the Learning Assistance Center Annex, then housed in McLean Basement and under the directorship of Ms Juanita Condon, also joined us. Thus, three Centers found a "home" on the second floor of Horton Hall. The first challenge that the occupants of this house faced was how to mesh three somewhat disparate philosophies about students and Center procedures into one recognizable and realistic philosophy. I believe it took much of that first year for true consolidation to take place, but take place it did. The one central philosophy of the Shippensburg University Learning Assistance Center is that students must be given the instruction, the space and the encouragement that will enable them to become self-sufficent learners. This philosophy, I believe, is much in keeping with Guy McCormick's directive to his tutors not to have writing utensils with them during tutoring sessions.

At the conclusion of that first year, a national search was conducted in order to find a permanent director. I applied for the position and became the Director of the Learning Assistance Center towards the end of the summer of 1986. That same summer the Center moved to newly renovated space in McLean Basement: Adriene Williams (at the time my assistant) and I spent much of that summer getting our new home ready for the coming year. That fall, the Center hosted a campus-wide open house so that students and faculty could visit the premises for the first time. Students could also sign up for tutors then as well.

As I look through the years I can see much growth and progress. Some of it has been material. For example, I remember all too vividly buying a second-hand file cabinet for the Writing Center and then painting it as I sat on the floor of my office. I also remember how Don Ernakovich surprised me by taking away that old file and replacing it with a glossy, new one. I didn't know the "system" then and didn't realize that I could get some of what I needed in Kriner storage. I deserve the reputation I have earned with the tutors for making everyone respect our spot in McLean Basement, for I do remember all too vividly that lone file cabinet painting, doing my own typing (much of which I am still doing to this date) and, yes, putting together the present Center. As you can see, without a doubt, some of that growth and progess has been material. Much of it, however, has been intangible and invaluable. The Center has expanded its services as well as its audience. We now have an active and ongoing relationship with the foreign student as well as with the non-traditional student populations. Further, I am trying to use the input of professors when making tutor selections -- I have learned through experience that I need feedback and expertise from outside sources in order to make good choices; most importantly, however, I continually strive to upgrade the training beginning tutors receive. Because I want that training to be the best possible, I am not afraid to ask tutors for evaluations: I also read to keep myself abreast of what other centers around the nation are doing and I follow my instincts. I have never been afraid to try something that seems as though it will benefit students and/or the Center.

I am very proud to be part of the Learning Assistance Center. I think that, on the whole, the tutors and my staff members do a good, committed job. What excites me the most is that through the years --

whether under the directorship of John Lindberg or Guy McCormick or Barbara Crist -- the Writing and Learning Assistance Centers have made it possible for a variety of people to learn self-sufficiency. But, as I told the President's Cabinet in April 1987, the Center belongs to the entire campus. For this reason, I hope that someday all professors will be comfortable calling me up about their concerns, and that when there is a brown-bag or a workshop those same professors as well as their friends will come <u>in droves</u> . And, I hope that they will be coming because they <u>care</u> about the state of education in Pennsylvania.

* Jim Hanlon, Elnetta Jones, John Lindberg and Guy McCormick provided the background information for this essay.

Free and in the Basement?

by Dr. Beverly Butler

Free and in the basement? Why, of course, we are talking about the Learning Assistance Center and Myths #1 and #2:

Myth #1: Tutoring in the Learning Assistance Center costs money.

FACT: No matter how many times a student comes to the Center for tutoring, no money is given to the tutor. Paid tutors are financed through a university allotted budget.

Myth #2: The Center is located on the second floor of Horton Hall.

FACT: Originally housed in Horton Hall, the Center is now located in the basement of McLean Hall. The easiest way to find us is to come to the front of McLean: if you stand in front of the glass doors, the Center will be to your right.

Myth #3: The Center is open all weekend.

FACT: We are generally not open on the weekends because, since many students leave campus on Fridays, keeping the Center open would not be cost effective. From semester to semester, depending on the demand and our ability to meet the demand, however, the Center may be open on Sundays. We are open from 9 a.m. until 9 p.m. Monday through Thursday and from 9 a.m. until 4:30 p.m. Friday. Depending on the day, we may close down for an hour or two: check fliers or call for specific times: our extension is 1420.

Myth #4: The Center should offer tutoring in every course taught at the university.

FACT: This simply isn't realistic. The Center has a limited budget. Also, since most of our tutors are students, it isn't always possible to find qualified tutors in all the subjects we would like.

Furthermore, we are sometimes hampered by constraints such as the fact that the student does not have financial aid and does not wish to volunteer or, as in the case of graduate students, has decided at the last minute not to come to graduate school here after all. We are working on alternatives to this problem, however.

Despite these constraints, we do try to offer tutoring in basic courses such as writing, algebra and history and in high demand subjects like economics and accounting. In the years to come, we will be focussing our attention more closely on providing help in reading, critical thinking and applicable study skills.

Myth #5: Tutors will do the work for you. They are especially good at writing papers.

FACT: Tutors are trained to get you to do the work. In fact, one of our slogans is, "We'd rather you do most of it". While we realize that many times we all need guidance as well as an occasional nudge, we also need to do our own pushing and sweating over the long haul. We learn from doing. It won't help you if the tutor or someone else does your work: also, it is very hard to write a paper

or do a complete set of math problems during a 50-60 minute tutoring session.

Myth #6: Once I start going to tutoring, I don't need to go to class or keep up with the homework. I can just ask my tutor to explain the concepts or go over the steps.

FACT: As I've said in the piece, "Why Come?", successful learning occurs on more than one level. Tutoring needs to be balanced with studying and class attendance.

Myth #7: Only stupid people and freshmen use the Learning Assistance Center.

FACT: In fact, the smartest people come to the Center, because they realize that sometimes going to class, reading the text and doing the homework simply aren't enough. They are smart enough to do the right thing for them -- no matter what others think or say. Also, quite a number of upperclassmen use the Center and we even help professors once in a while.

Myth #8: The only thing the Learning Assistance Center does is offer tutoring.

FACT: Although tutoring is our top priority, the Learning Assistance Center is multi-faceted. We have brownbag lunches, an annual fall Open House, group tutoring and a host of workshops in such important areas as study and "survival" skills and relaxation. We also have content specific workshops that address problems in such courses as writing, biology and math.

We give presentations in classrooms and to groups, such as sororities and fraternities; we even make presentations in the dorms. We have opened our doors for special functions, such as "The Festival of Lights", which was hosted by some of S.U.'s international students. You can come to the Center to read or study or to use one of our computers (not for papers, but for exercises you may be doing with a tutor): we also have handouts on a variety of subjects, from memory jogging to writing resumes and cover letters. Finally, we have old typewriters you can use and magazines you can cut up for research. You are welcome to call us for more details.

Myth #8: The Open House takes place every semester.

FACT: The annual Learning Assistance Center Open House always takes place in the fall, usually in September. This is a once a year event and its purpose is to re-new our ties to the campus. Everyone is invited to "break bread" with us. We look forward to seeing our friends -- "established" and "brand-new" -- at that time.

Why Come in the First Place?

TO THE STUDENT:

Does fiddling with numbers make you break out in a cold sweat? Do you find yourself putting off writing papers because you can never quite "get your words together"? And, are you constantly dozing off in the middle of reading your history text? Do you some times wish you could only take courses in your major? Since you came to college in order to become a well-rounded individual, subjects such as mathematics, writing and history are par for the course: in other words you can't go through college without encountering those subjects. Why not try to make those encounters as smooth and painless as possible?

How? By doing your homework on a regular basis, by attending each class session, by asking questions of your professor when you don't understand concepts or steps, and, by coming to the Learning Assistance Center for tutoring.

NEVER come to the Center without initially attempting to follow the first three suggestions. And, once you come to the Center, you must continue to do those three things. Remember that learning can take place on many levels and in many arenas and environments: also, those levels and arenas can work together for enhancement. For example, an illustration your professor uses in class may help to clarify a concept you have read about in your textbook. Or, perhaps a tutor can provide this type of clarification.

Also, when you come to the Center, please bring the following: your textbook, your syllabus and any questions you have about the material. If you have tried to do the homework on your own, bring that as well. If your tutor asks you to do some work in preparation for the next session, follow through! While it may seem like extra work, following through with it will probably enhance what you already know. Finally, make a special effort to get to your tutoring session on time . In this instance, every minute does count. Then too, if you know you are going to be late or cannot come, call! And, try to cancel the day or night before: cancelling a half hour before your appointment deprives someone else of having your slot, and that just isn't fair! See our No Show Policy statement for more details regarding this.

Finally, and most importantly, come to the Center with a positive attitude. It really shouldn't matter who sent you to the Center: the fact is that you are here and that you should make the most of your time. Challenge yourself to do your own work: if the tutor is giving you too many pointers, then remind him that you want to do more yourself. Speak up if you still don't understand -- this is not the place nor the time to be shy. Ask her to slow down if her words are swirling all over your head. Become a "regular" if you know you need more than an occasional nudge and stick with it. Having trouble keeping appointments? Ask your tutor for a copy of the LAC study skills calendar/appointment book, Appointments Under Cover: An Innovative Planner for Students . This book will not only keep you on track, but it will let you have fun while doing it! Do you know what a memosphere is? We've all used one: see if you can match it with the correct definition in the calendar.

Anyway, good luck and much strength during your collegiate career. If you do well in your major (a 3.0 or better), enjoy working with other people and believe that education should be available to everyone, you should consider applying for a tutoring position in the Learning Assistance Center. What better candidate than someone who has benefited from tutoring first-hand!? See our chapter, "A Criteria for Selection," for more details on this.

TO THE PROFESSOR:

We hope you will also use the chapter, "A Criteria for Selection," as a way to gauge whether or not a student might make a good tutor.

In addition to recommending students for tutoring positions, there are opportunities for <u>you</u> to become more involved in the Center. The following are some of the activties/programs that professors are welcome to join: brownbag lunches, workshops, the Learning Assistance Center Advisory Board and tutoring. The lunches and workshops are usually announced in campus publications: sometimes specific groups, such as administrators, are targeted and sent invitations. The Board involves a small group of interested faculty, students and community volunteers in the idea phase of the Center: in other words, they give advice. Simply let me know if you arer interested in serving on the Board and I will ask Dr. Ceddia to appoint you. For more details on the Learning Assistance Center Advisory Board, consult the chapter regarding that. Professors can volunteer to tutor by using an office hour as a tutoring hour: that way, no one feels burdened into adding hours just to work in the Center. I usually conduct a mini-training session for professors so they know the philosophy of the Center as well as policies and procedures.

The benefits of such involvement are many: professors learn intimately how the Center works and in this way learn to separate myth from fact. For example, it is a myth that writing tutors plagiarise papers for students. It is also a myth that we do, can and want to tutor in every subject: that just isn't feasible or within our budget. They also learn, I hope, one on one techniques that they can use in their conferences with students from their classes. That is, I think they learn how to truly dialogue, not just circle and tell, when they are face to face with a student in their office. Circling and telling must be balanced with give and take and talk.

Well, we hope to see you, student and professor, at some time in our place.

Why Tutor in the First Place?

by Dr. Mary Libertin

You ask me "why tutor in the first place."

"Why tutor in the first place?" I reply. I look at you and repeat your tone of voice in my mind's ear. Is this, I wonder, a challenge or a real inquiry--if one can ever really know. A challenge formulated and as hardened as a skeptic? No! I think. You want to know how seriously you can take yourself? Is that it? Quite a legitimate question, come to think of it.

[Take a minute or two to imagine your own responses to the question, "Why tutor in the first place?" Jot down some of your comments, if you're able to.]

Your question reflects your serious attitude about yourself already; I hear the fall on the word first and the glide up the last vowel sound of your question quieting to a pause, a willingness to listen. Ah, I think, you are friendly, need confidence both in yourself and the gift, or work, you will develop.

"Yes."

"Well," and in my pause I realize I like you and realize I want to hear more, like yourself. "Do you question whether students should be allowed to receive tutoring?" I want to make sure the answer is "no" before going on.

"No. Not at all. No . . ."

Yes, that thoughtfulness is enough. I can share my own thoughts with you. We are already communicating. "Have a seat," I say. As we sit, angled at bit toward each other, I begin:

"To take all you know and all you believe and feel yourself totally alive--then to share, learn more, and feel more human--that is the first place of why you should tutor."

Your eyes accept what I say and encourage me to continue.

"Every person you tutor is unique, completely, and has different attitudes toward the moment of tutoring and toward the world. So much personal history responds inside agreeing or disagreeing and it is difficult at times to read what is going on inside the tutee from the attitude expressed in the body language. How do you get her to focus, to ask pertinent questions, to get that response out? And can you listen well enough and long enough? Can you handle that response as you learn the appropriate questions to ask, the tone of voice and smile that this person beside you may need. If you are willing to be open and human yourself you will develop your own learning skills, those tools of questions, comments, answers, reflections poised toward the moment of discovery."

I watch you begin to smile as you nod your head.

"Yes, I know what you mean." You don't continue but wait for me to

elaborate.

"Your tutee's discovery and your own will be different, but you will each have one, one shared in the moment, equally fulfilling."

A tutor from last year walked into the room with a young man who looked rather new to campus. Sunlight finally broke through the clouds and filtered through the basement windows. After introductions, the two moved to a far table and began talking quietly.

"In a nutshell, you will learn how to be of use to others, which comes in handy if you have a sense of responsibility, respect, and commitment to others."

You relax again. You rest your arms on your lap, fold your hands, smile, letting me know this is part of what you knew but wanted to hear. You carry on the conversation: "You know, two things are important about the tutee. What she needs to know about the subject--the essay or organization or spelling or how to go about solving the quadratic equation--and what she needs to know about herself. What you do is find something to bring the two together, the person and the subject."

I realize how well thought out your response is; tutoring is important to you. You continue.

"You learn much about human nature. You learn much about how all people are human and yet unique. You learn about yourself and about the subject you are tutoring because you bring the two together, just as you do with your tutee. This can be fulfilling, frustrating at times, fun at others." You grin at me during the last comment.

I say in this lighter moment, "of course rather than tutor you could do nothing! Turn into a boring bit of gravel on the proverbial road of life. Or you could work with inantimate objects all day. Or be with yourself. Or get a job in sales and service and be with people part of the time. But when you decide to be a tutor, you decide to be part of a communication between two important people--you and the tutee. And what you discuss is important. How you discuss it makes all the difference in the world."

We smile together.

"Maybe I should connect your skills as tutor to your own academic work, to your career, not just to your own sense of self-fulfillment and responsibility."

"No. Actually I expected you to tell me I should tutor in the first place because the salary was irresistible. Or that it is directly connected to succeeding Iacocca when he moves from his position in Chrysler."

She smiled. I knew the quiet light and gleam in her eyes meant she couldn't wait to begin.

Who Needs Tutoring?

by Dr. Mary Libertin

EVERYONE. Learning is a life-long process. When you were three or four you were tutored in how to tie your shoes. At six you learned the rules of a card game as you played it — or perhaps used training wheels when you rode a two-wheeled bicycle. And now with statistics, or the organization of details for a persuasion paper on our government's position on apartheid in South Africa ... it's time to learn again.

Sometimes we don't need formal tutoring--sometimes the friendly voice of a textbook is enough, but usually not for too long. Imagine what you would do if you were in solitary confinement. Would you become your own tutor? Malcolm X did, writing out -- word for word -- a page of the dictionary, then another, and another till he completed it. Each day he'd read back what he wrote, "over and over, aloud, to myself. . . . I woke up the next morning, thinking about those words." Soon his favorite readings were by Elijah Muhammad, with whom he eventually corresponded. Dialogue. It starts with a desire, with listening in to yourself and then to others.

Tutoring is dialoging--listening into yourself, reflecting on what has been said. Malcolm X listened to his own voice, heard his own thoughts about words, words with histories, personalities, and stories of their own. Tutoring is a special kind of conversation with yourself. You are with the tutor, and the tutor is you. What you bring to tutoring is what you get. Use your inner ears to check out what's going on.

Inner ears? When we're alone and thinking we're talking to ourselves. We may ask ourselves a question as if we were someone else. Ever turn something over in your mind? ("What if . . .") Make a list? ("And what else? Come on, don't forget anything....") That's a kind of tutoring. Sometimes we just need to turn down the "noise" and simply listen to ourselves thinking. Read Thoreau's journals and he talks about his double consciousness, his ability to talk to himself. Or read Virginia Woolf's Writer's Diary where she questions, almost everything. She was tutoring herself. We may think we do not need tutoring, but we are tutors — and sometimes our own tutees.

Friends also can serve as a type of tutor. Emerson and Thoreau, for example, questioned each other on topics such as politics, nature, existentialism. Virginia Woolf and Edith Smythe read Plato and questioned each other on what he meant, where he was different in attitude than their own. George Lewes and George Eliot (Mary Ann Evans) read the novels of Jane Austen out loud and then discussed them, the tutoring ground for some of the best novels of the nineteenth century. Even Socrates and his friends met and questioned the universe, questioning their questions and their answers. Our most illustrious thinkers, philosophers, writers, scientists, naturalists, collaborated in learning. Perhaps we should trash the idea that only those who don't know --"the remedial, the dumb"--need tutoring. Actually the opposite's more true: the most intelligent interact, ask, share in a network where people and information are handy. Whether it's two or more in a group, they collaborate together on whatever topic needs the attention.

The term collaborative learning is a buzz-word in education today. In cognitive psychology, it's the feedback loop and processing of information. In artificial intelligence so many are trying to figure out the manner in which

one or two people anticipate each other, create contexts, figure out problems. In literary theory many books with the word dialogic are published, and a journal is out based on the works of Bakhtin who made the word "in." We in tutoring are exactly where the focus is; we're at what some would call the "cutting edge" of our discipline--the discipline of learning and learning how to learn.

Think about tutoring as playful and acceptant, as a situation of give and take. It's at the heart of learning and growth, but it shouldn't be thought of as punishment or obeying or memorizing books of unimportant rules. Instead it is an interesting conversation about why, about the causes, results and situations about living. And because the world changes, constantly--as we do along with it-- and because it's our natural human desire to want to know what makes things tick, we ask questions -- the more, the better.

Be curious about the tutoring process. Don't take it for granted. Be curious -- ask if there is a pattern, ask others if they've noticed a pattern--to what they ask, to what you answer. Read about what others studying tutoring are asking and finding out. It's easier to tutor when we watch how we ourselves -- as well as others -- learn. After all, learning is lifelong.

IN DIALOGUE:
TUTOR TO TUTOR

Advice

by Dr. Beverly Butler

Every year I ask tutors who have been "in the business" for at least one full semester to give advice both to themselves and to prospective tutors. Here is what they have had to say over the years -- much of it, I think, is sound:

"Remember that you can be yourself and put your own needs aside at the same time. People who come here are not looking for walking encyclopedias, or miracle-workers, or faith healers: they're often looking for other people, so they can talk about their concerns, their classes and their work."
--Lynda Eggimann-Forney

"Don't worry about tutoring and how it is supposed to be done. Just wait until a student comes in for help and when you sit down with them you'll know what to do to help them."
--Pattie McCarthy

"Have confidence in yourself and also in the students' ability to learn. A positive attitude helps a lot."
--Penny Shultz

"You're not expected to know everything. If you get stuck, make a referral. Most of all, try to remain patient and understanding toward the student's needs."
--Adriene Williams

"Know the professors and use them as resources when necessary."
--Bob Snyder

"Never let the tutee's lack of planning create an emergency for you."
--Pam O'Berry

"Continue to educate yourself in your major subject and continue to educate yourself about the craft that is tutoring. How? By reading, by talking with those already in the field and through practice."
--Beverly Butler

"Don't just 'be yourself,' because that would be a casual conversation. Pay attention to what your body is saying. Make sure the students know that you are listening and want to help by keeping eye contact and paying attention. However, don't be intimidating -- people will come back to a personable

tutor, so try to allow them to have a good experience here."
--Beth Fantaskey

"If you interact with people in a positive way, you get positive feedback. In turn, you gain more confidence in yourself."
--Musa Zwane

"Be creative and leave the "corner-cutting" to the professors....Maintain a sense of humor and show the struggling students that, contrary to popular belief, mathematics is far <u>less</u> dull than writing a term paper. While solving a problem, refer to and show which of the set of formulae you are using. Show the students a couple of tricks you have picked up that allow you to solve a problem more quickly. Showing the students different ways of looking at a problem is important. Perhaps the best method is providing the students with better insight by showing what the formula (or set of formulae) really means together with some applications (if possible). Ask the students to join in and attempt to solve similar problems".
--Lance Barshinger

"Remember that group sessions allow students to compare notes, discuss concepts and achieve a greater understanding of the material."
--Marilyn Murphy

Pattie's statement that a tutor will "know what to do to help [a student]" is not as simplistic as it may seem. She is not saying that anyone can tutor or that some mysterious muse will make each session go well just because the tutor is a nice person. What she <u>is</u> saying, I think, is that tutoring is not something which can be packaged in neat, tidy steps. Tutoring starts from the heart and the mind and evolves through experience, whether our own or someone else's....

From the tutor's perspective. . .

From tutoring World History this semester, I have learned that the most useful thing a tutor can do for history students is to"point" them in the right direction. In other words, it is not the subject of history which causes problems for non-majors but rather the overwhelming amount of subject matter. (a good example of this problem is demonstrated by the long text-book chapters)

Due to the problems inherent in history, I have suggested a common set of strategies to all my tutees, advising that they choose the ones which will work best for them. First, I usually advise notetaking strategies. These range from outlining chapters to keeping class and lecture notes on facing pages. This strategy makes the students feel more in control of the vast amounts of information they are required to know. In addition, I suggest ways ofattacking text material, such as using review sections and questions at the beginning of the chapter which provide hints for the author's objectives.

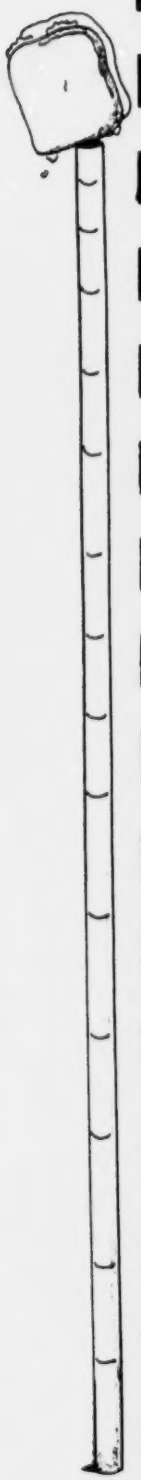
As for specific questions about the subject matter itself, I found that the period of the French Revolution in Europe caused the most problems for students. The period is one of great political, intellectual, and economic change, and many tutees needed help in sorting out this period of time. As students approach the modern era, the subject matter tends to become less confusing and more in focus.

Overall, tutoring has been a good learning experience for me, especially since I am planning a career in education. Working one-on-one with students gave me experience I would not have received as a student teacher. I have learned that tutoring is about helping students to help themselves.

--Vicki Baechli

Goose Sandwiches and Ten-Foot Poles

by Dr. Beverly Butler



This is a story about goose sandwiches and other things you should not touch with a ten-foot pole. One day, a writing tutor, whom I'll call Marina, was explaining a concept in Victorian Literature to a student. Although I did not sit by Marina's shoulder and watch this particular session, I knew her well enough to imagine that she was all excited, hands moving in the air. Anyway, just as she got to what she thought was the most interesting part of her discussion, the student beside her, whom I'll call Erik, said, "Would you like to have a goose sandwich?" Marina was a bit surprised by this offer. It seems as though Erik's mother had made him some goose sandwiches and he was now offering one of them to Marina the way one might offer a peanut-butter and jelly sandwich. This, of course, would have been appropriate if he and Marina had been discussing Victorian food and they happened to discover that the Victorians had a fondness for goose meat. They had not, however, been discussing any kind of food, which made his question that much more sad and out of place. For Erik, this was a pattern: during one session, for example, he told Marina what he had done to get himself ready for school.

This story is an example of one of those untouchable situations that are out of your territory: Erik needed to talk to someone about his life. That someone should not have been Marina, because, although tutors must be empathetic and caring, they are not expected to be professional counselors. Even if your major course of study is in the counseling program, you are still not a professional counselor. Therefore, no tutor is to take on that role. Refer your student gently to the Counseling Center. Whether it occurs to you during an actual session or after several sessions that Erik needs to talk to a professional, you might say something like this to him: "Erik, it seems to me that perhaps you need to talk about some things that are going on in your life. Is this true?" If he admits to you that he does have some problems that he's trying to work out, you might then tell him: "Erik, all of us have things we need to work out. Sometimes, though, it helps to talk them out with someone who has more expertise or more wisdom than we do. I'll admit that I don't feel qualified to talk with you about whatever is going on in your life. How would you feel about speaking with Mrs. B_____ at the Counseling Center? Mrs. B_____ is a professional counselor, and she is a good listener. Also, she will keep all that you tell her in the strictest confidence. If you want, I can call her now to set up an appointment."

"Professor X is a jerk," Don declared to Charlotte, his history tutor. "He gives us all this stupid homework -- does he think this is the only class I've got?!" Don would like for Charlotte to jump on the bandwagon with him and, yes, it would be so delicious to acquiesce. All Charlotte has to do is say, "Yeah, I had Professor X two years ago and I know what you mean. Has he returned any of your papers yet ?" Jumping on the bandwagon is like drowning yourself in hay: Don can feel free to quit working for Professor X, because his tutor has labelled said professor a jerk . Also, you never know what goes around a university rumor mill. Don't let what's going round be words you can't eat.

"I don't get this," Phillippa whines, "couldn't you do it for me -- just this one time?" Phillippa is a skilled artist -- she has played this scene before and she is trying, with absolute intention,

to back you into an emotional corner. Even with your back to the wall, you should throw the situation back to Phillippa: "Now, Phillippa, what good would that do? What would you learn if I did it?" Then, put Phillippa to work: ask her pertinent questions, explain points she is having difficulty with, etc., but never do Phillippa or any other student's work for them.

You walk into the Tutor Seminar Room and find three or four tutors talking in low tones to each other. You sit down and pretty soon it becomes apparent that they are in the middle of a "gripe session." One tutor is complaining because the Director seems to always be getting on his case about "dumb" stuff like keeping his feet off the furniture and not answering the phone. Another tutor feels that her talents aren't being fully realized and that she is just wasting away, but she can't quit because she needs the money. Still another tutor is disgruntled over the way his schedule has turned out -- it's not what he wants, but he doesn't feel like he's going to get much action from the Director in terms of making a change. The fourth tutor complains that she simply isn't getting enough warm and fuzzies in the Center: she wants more feedback and feels like a few more pats on the back are in order. What are you going to do? Listen sympathetically, but without joining in? 'I hear what you're saying, but I really don't want to get involved.' Listen, but at a certain point, add your own complaints? "Yes, I agree with you. Have you ever noticed how she always works out on the floor with the rest of us? I think she's watching us. I sure wish she'd spend some time in her office!" Listen, then try to point out a few things to your fellow tutors: "Have you brought these things to the attention of the Director? Have you ever used the Suggestion Box? I know that she does periodically go through it. Are you sure all your complaints are valid? For example, is she wrong to ask you to take your feet off the furniture? And, in terms of your schedule, did she do the best she could to accommodate your preferences?" Since this situation actually occurred in the Center, I would like for you to examine each of the responses and decide which is the most appropriate and beneficial. Does it ever create significant change when a group of people get together and gripe? What, from your own experience, has usually been the result of that kind of get-together? What might work better than griping?

My expectations of you are that

--you will be on time for all appointments

--you will try to be helpful and courteous to everyone who comes to the Center

--you will continually be about the business of educating yourself in your major subject area

--you will attend all announced meetings on time

--you will know what is available in the Center and will get to know who does what on the professional staff

--you will keep accurate and detailed records, and that you will do them as soon after a session as possible

--you will see yourself as a model and that you will act accordingly

--you will see tutoring as a learning experience for you and for other students and that you will not see it as just another campus job

--you will put the student's needs, goals and concerns at the center of each tutoring session

--you will leave much of your own ego and all of your own problems on the threshold of the front or back door of the Center

--you will not allow yourself to get involved in things for which you are not qualified. Do not try to become anyone's counselor or mother: gently refer them to somone who is qualified to deal with those kinds of problems

--you will ask questions when you are not sure about a policy or about how to handle a particular situation

--you will speak to me first if there is a problem concerning the Center or me that is bothering you: you are always welcome to make appointments to see me. Catching me on the run is never a good idea, because two days down the road I may not remember our talk

--you will do the following if you must miss some of your appointments:

1. check with me to make sure this is feasible
2. then put your request with dates in writing
3. inform your students of the change and make alternative arrangements with them
4. work out an exchange with another tutor

--you will regard the sessions with your students with respect

--you will also hold those sessions in the strictest confidence: what goes on there should only be discussed with other paraprofessionals and with members of the professional staff

--you will know the policies of the Center and that you will uphold them

--that you will understand the procedures and that you will follow them

--if you find or discover a better, more efficient way to do something in the Center, you will share it with me so we can try to use it

--even when you are not in the Center, you will present us in a positive light

--you will always remember that the students who come here for help are not stupid and do not deserve contempt. They may just be struggling learners who deserve a change of direction or a fighting chance

--you will not be afraid to admit to your students that you do not know or understand something in your subject area. I also expect you to go hunting for the answer and to then get back to your students with the answer

--you will be firm in your commitment to learning. From what you say, do and expect, your students will understand that learning can be a serious, yet exciting enterprise

--you will allow all the good that is in you (for some, it might be a sense of humor: for others, a smile) come out during your tutoring sessions and that you will allow the dialogue to lead somewhere

Self expectations (ones that are different from my list):

Dr. Beverly Butler

TUTORS AND STUDENTS: AN EXERCISE LAC TUTOR TRAINING

QUALITIES AS A TEACHER:
- focussed thinking
- academic competance, particulary in upper division courses
- continued study in major subject areas
- knowledge of different professors' styles
- a learner/facilitator of learning
- able to identify skill levels
- a referral source
- positive attitude about subject and about student

QUALITIES AS THEY RELATE TO STUDENTS:
- sense of humor
- respect for others
- empathy
- active listening
- enthusiasm
- confidence builder
- open-minded/non-judgemental
- flexible creativity

OTHER QUALITIES:
- firmness, when necessary
- serious commitment to the excitement and hard work that learning entails
- patience
- gentle honesty
- dependable reliability
- kind
- genuine interest in helping others
- endurance

Can you think of other qualities the good tutor must have?

What "good tutor" qualities do <u>you now</u> have?

DISCUSSION: What qualities might make someone a "bad" or "not so good" tutor?

What tutor qualities do you need to work on? What might you do to overcome those qualities or to at least modify them?

Now share this with one person in the room you know.

DISCUSSION: Let's share strategies

What kinds of students might you work with in the Center?

Non-traditional
International
Minority
Freshmen
Upperclassmen
Act 101

Faculty

Athletes

Other Tutors

Out of those kinds, you might also find these divisions of:

anxious learners
reluctant students
those who came voluntarily
those who were sent or commanded to come
good students (study habits are intact and grades are respectable)
developmental students
unreliable students
dependable students who just aren't "getting it"
LD students, particularly in reading

GROUPS: Talk among yourselves about each kind of student that you might work with in the Center (put them together with a characteristic, say "non-traditional" might go with "anxious learner") and make some decisions (on paper) about how you would deal with each type of student. Now, choose from the following to complete your scenario. What I'm interested in are the actual sentences and approaches you would take:

first meeting with tutee (beginning of the semester
first meeting with tutee (middle of the semester
opening session lines
closing session lines
a bad grade
tutee's bewilderment
the body of the session
the strange presence of a tutee
[anything else you can think of]

Thanks!

Dr. Beverly Butler

A SESSION: SETTING GOALS AND PACING

by Dr. Mary Libertin

Think for a moment of your own experiences with setting goals and pacing yourself to reach them. Did it take much thought to set your own goals? And did you accomplish them when you planned? It's human nature to try to cram as much into as little time as possible; at some time everyone's been unrealistic in figuring out what to do and how long it will take.

But when we're responsible for helping others achieve improvement in a certain area, it's especially important. Neither you nor the tutee wants to waste time working on something that's too simple--or too complex--to be assimilated. One of the most important behaviors we model as we tutor is ***setting realistic goals*** and ***pacing*** ourselves to reach them successfully.

If your tutee has arranged to meet with you regularly, one of your responsibilities is to sequence activities to ***meet his/her needs***. You may wish to devote a large portion of your first meeting to finding out what those needs are. Discuss it with them. Remember to ask for a copy of the course ***syllabus***: note what is due and when. You will not be re-teaching the course, but you should be aware that the student probably has come to the LAC to improve his/her grades. Ask the student to bring copies of any assignments and plan a sequence of activities (some of which the tutee may complete outside of the sessions) that will help the student do well in the course. If necessary, write out a tentative schedule with the student. (You may wish to keep a copy for yourself.)

If your tutee has not made a commitment, it's still wise to plan with the tutee at the beginning of that session and then to inquire near the end of your session about what else s/he would like to work on another time (at a regularly-scheduled appointment).

Whether you're with a regular or a drop-in, make an initial assessment of his/her strengths and weaknesses. Ask how the student is doing in the course, what recent grades have been, what is most difficult. Frequently, you will get good, reliable information by asking the obvious questions. But checking out the student's self-assessment is important: look at the student's work. If s/he didn't bring drafts or other work, ask the student to compose a paragraph, solve an algebra problem, or do a related task. Some tutors may have assessment tests.

As you look at the tutee's work, ***take your time***. Avoid devastating remarks or snap judgments; instead, make mental notes of two or three of the largest problems the student seems to have. Also note two or three of the strengths. After you've done this, quietly, give your tutee your assessment: one important strength and one area that needs the most improvement--the area you would like to work on for 40-50 minutes.

How do you know what to choose as the goal for the session when so many areas need to be worked on? Common sense should be your guide: **establish a foundation** now and do fine-tuning and other skill-building later, after the basics. In writing, it is usually the thesis or main point rather than a comma or historical fact. Verbalize this to the student, in a way that seems appropriate. At times the student way wish to do too much, and you may need to explain **why** you're doing what you're doing, and why it's more important than working on something else.

Remember **to state the goal of the session and get feedback**--discuss it if necessary until you agree what it is you'll be working on. Nothing's more frustrating than not knowing what direction you're headed--so share it with your tutee. If your tutee doesn't respond well to your initial comments about what you're working on together, the best thing to do is to ask a question.

For example, if you think finding a thesis should be the goal of the session, ask about it. Most of the time, a pertinent question can lead right from the comment about the goal of the session directly into the remaining activities.

Ask yourself: "what specific accomplishment can my tutee take away from the session?" Imagine it as a material object: a completed worksheet on how to balance equations, a list of possible thesis statements for a theme, the student's own marginal jottings on the essay related to the point you have in mind--something "real." Not only will this specific, completed task (on the realistic goal you've established) be an encouragement for your tutee, but it will also help you pace yourself during the session.

Once you're both into the activities, **pacing is the key**. At some point, either at the beginning or the end, discussion should be included. In the final moments, finalize the session by asking your tutee to summarize what the two of you discussed.

WHAT CAN YOU EXPECT "AT THE TABLE" ?

WHAT STRATEGIES CAN YOU USE ?

[adapted/expanded by Joan L. West (1990) from Difficult Tutoring Situations by UCLA's Tutor Coordinator Mike Rose (1976)]

Style/Characteristics	Tutor's Approach
1. **Blocking**: --Low frustration tolerance --Immobilization/hopelessness --Freezing up/blocking --Procrastination --Responses: "It's beyond me." "I'll never get it." "S/he's [prof] speaking a foreign language." "I'm stuck."	--Determine what the tutee **does** know a. Through questions and discussion, show the student that s/he is not an empty vessel but already "partially filled" b. Start by using simple units, then build to more complex ones. c. Offer continual positive reinforcement of successfully completed steps. --Use a variety of approaches [examples, diagrams, analogies, computer software]
2. **Confusion** (blocking variation) --Disorientation --Helpless feeling about the class --Responses: "I just don't know what to do." "I don't know what the professor wants." "I studied for three hours and got a C!" "I'm not sure where we're going."	--Above approaches may work --Structure and order the tutoring sessions: a. Provide beginning, middle, and end b. Offer study tips for notetaking, listening, time management, brainstorming paper ideas c. Suggest regular LAC attendance d. Try to give tutee an overview
3. **Miracle Seeking** --Global interest/concern but little specificity --Enthusiasm re being with tutor but fairly passive in actual tutoring process --High (often inappropriate) level of expectation --Evasion or inability to stay "on task" --Responses: "Will you do this for me?" "How do you remember all these terms?"	--Downplay your role [e.g., "I've had more practice or more courses, that's all."] --Focus repeatedly on the task at hand. --Involve student continually with questions, problems, models. --Stress ***active*** participation in the learning process [e.g., Have student engage the text: star major concepts, "highlight" only key terms, write marginal notes, question claims.]
4. **Overenthusiasm** (Miracle-Seeking Variation) --high expectations of/demands on self --talks about limited time, long-range goals instead of immediate tasks --global interest/enthusiasm --often found in older students --response: "Look, I'm thirty years old; I don't have the free time these college kids have."	--Explain counterproductivity of overeagerness --Be empathic but assure student s/he has time a. Suggest ways s/he can carve out this time with time-management tips b. For example, commuters or mothers may tape terms, review notes, etc., play back in car (or between classes, at lunch) -- Utilize numbers 2,3, and 4 under Miracle Seeking

5. **Resisting**

-- expresses sullenness/hostility/passivity/ boredom
--disinterest in class/work/tutor or
--defensive posture toward class/work/tutor/ professor
--easily triggered anger
--Responses:
a. "I don't see why I have to do this over."
b. " S/he doesn't go over this stuff but expects us to know it."
c. "I won't use this course in life (on the job, in my major)

--Allow student 5 min. to ventilate frustrations.
--Spend time building a relationship.
--Be pragmatic, yet understanding: "I know these gen. ed. requirements are difficult, but they're required, so let's make the best of it."

--Establish your credibility/indicate past successes in similar situations. (as opposed to #1 under Miracle Seeking)
--If the question arises, assure student his/her complaints about a class are confidential.
--Avoid fueling his/her anger, etc. [e.g., "Prof. Blank doesn't give criteria for his grading system; that's really unfair."]

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6. **Passivity** (Often a variant of Resisting)

--noninvolvement/inattention/low self-esteem
--boredom
--little discussion initiated/few questions
--intimidated or overwhelmed
--Responses:
a. "My prof said I HAVE to come here."
b. "History's (or any other discipline) boring."
c. "Who cares about stats (or any other course) anyway?"

--Empathize with tutee. (You're not crazy about asking questions in class, are you?" or "You really don't want to be here, do you?")
--Attempt to establish rapport and energize student by connecting the subject to his/her interests.
--Show relevancy of subject to life, other disciplines.
--Use as many mobilizing techniques as you can:
a. open-ended questions
b. real or current problems
c. mini-tasks to be completed by the next session, (homework)
--Reinforce all completed activities and successes.

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7. **Fragmentation** (Another resisting variant)

--inability to concentrate or adhere to task
--easily distracted
--overwhelmed by academic/athletic/social demands
--uncertain about having college-level skills, declaring a major, etc.
--Responses communicate this hesitancy:
"My high school did not prepare me for this."
"I've been away from school for so long."
"I'm lost in Dr. Blank's class."

--Provide LAC calendar and other time-management tips
--Suggest structure in his/her schedule, such as making appointments to go to the library.
--Give subject-specific study tips on note-taking, listening, reading text, professor expectations, etc.
--Give and review with them the LAC's study tips booklet
--Advise regular LAC attendance (Dr. Blank's class)
--Notify of current workshops, such as time, stress management
--Make necessary referrals [e.g., Career Counseling Center, etc.]

Please identify a possible student behavior "at the table" with an <u>effective strategy</u> to address it.

8.

Demystifying the Tangle

by Dr. Beverly Butler

Usually, group tutoring occurs shortly before professors administer quizzes, midterms or final exams. There is another kind of group tutoring, however, which occurs on a more regular, steady basis -- sessions for math, QBA, music and history as well as for all the Supplemental Instruction courses (see the explanation of this program elsewhere in this training manual) are often held in groups. Subjects such as writing and accounting don't lend themselves to group tutoring since most students who come to the Center for help in those courses need more intensive tutoring.

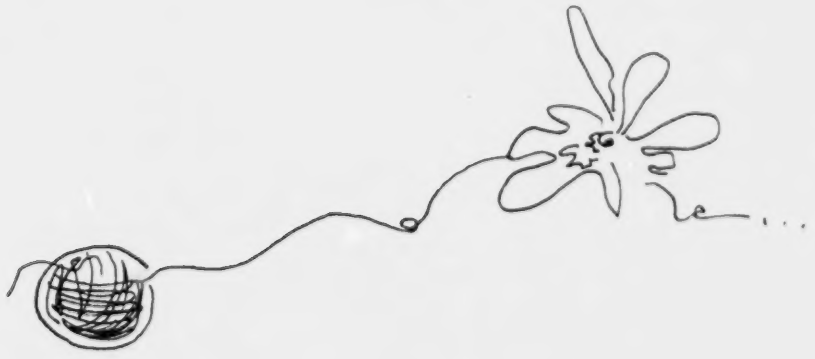
No matter whether the group sessions are long or short term, there are a few things to consider if you ever have to conduct such a session:

first, if possible, encourage the participants to come prepared with questions;

second, determine early in the session which students can work independently and which students need more help -- doing this will enable you to provide some individualized attention to those students who need it and it will also help you to accurately pair stronger students with weaker ones so they can teach each other;

third, as the second suggestion implies, group teaching should be balanced between explanation, dialogue, and hands-on practice.

Most importantly, you should go into group teaching with a game plan. EVERYONE should be engaged in some active learning, whether you are talking to the group all at once or not. Also, you should go around to the individual members of your group to look over their shoulders -- this will enable you to see firsthand what they are doing.



MODEL QUESTIONS AND KEY WORDS TO USE IN DEVELOPING QUESTIONS

Based on Bloom's Taxonomy, Developed & Expanded by John Maynard, Pomona, California.

I. **Knowledge** (Eliciting factual answers, testing recall and recognition)

Who	Where	Describe	Which one
What	How	Define	What is the one best
Why	How much	Match	Choose
When	What does it mean	Select	Omit

II. **Comprehension** (Translating, interpreting, and extrapolating)

State in your own words	Classify	Which are facts, opinions
What does this mean	Judge	Is this the same as
Give an example	Infer	Select the best definition
Condense this paragraph	Show	What would happen if
State in one word	Indicate	Explain what is happening
What part doesn't fit	Tell	Explain what is meant
What restrictions would you add	Translate	Read the graph, table
What exceptions are there	Outline	This represents
Which is more probable	Summarize	Is it valid that
What are they saying	Select	Which statements support
What seems to be	Match	the main idea
What seems likely	Explain	Sing this song
	Represent	Show in a graph, table
	Demonstrate	

III. **Application** (to situations that are new, unfamiliar, or have a new slant for students)

Predict what would happen if
Choose the best statements that apply
Select
Judge the effects
What would result
Explain
Identify the results of
Tell what would happen
Tell how, when, where, why
Tell how much change there would be

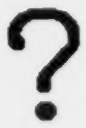
IV. **Analysis** (Breaking down into parts, forms)

Distinguish	What is the function of	What's the theme, main idea,
Identify	What's fact, opinion	subordinate idea
What assumptions	What statement is relevant,	What inconsistencies, fallacies
What motive is there	extraneous to, related to, not	What literacy form is used
What conclusions	applicable	What persuasive technique
Make a distinction	What does author believe, assume	What relationship between
What is the premise	State the point of view of	
What ideas apply, not apply	What ideas justify conclusion	
Implicit in the statement is the idea of	The least essential statements are	

V. **Synthesis** (Combining elements into a pattern not clearly there before)

Write (according to the following limitations)

Create		Make up
Tell	How would you test	Compose
Make	Propose an alternative	Formulate a theory
Do	Solve the following	How else would you
Dance	Plan	State a rule
Choose	Design	Develop



VI. **Evaluation** (according to some set of criteria, and state why)

Appraise	What fallacies, consistencies, inconsistencies appear
Judge	Which is more important, moral, better, logical, valid,
Criticize	appropriate, inappropriate
Defend	Find the errors
Compare	

Learning Styles: Cluing into Teaching

by Dr. Beverly Butler

I work best when I can spread material out so that I can see what I have done. I am equally at home and happy working from a messy text: sometimes the messier it is the more sense it makes to me. Adriene and Joan, on the other hand, like to have their workspace nice and neat and orderly. And, if Adriene is working on a written text, she also likes it to be neat: if it isn't, she will re-write it until it is neat and readable. What accounts for this difference in work "styles"? According to researcher Barbara Lau, some of us are more right brain dominant and others of us are more left brain dominant. Predominately right brain oriented, I tend to be rather creative. I also "hop" around -- quite happily -- between projects. Predominately left-brain oriented, Adriene and Joan are more logically and organizationally centered. They like to know in what direction they are flowing and they like to get there with the sure-shot effectiveness of an arrow.

Despite our disparate working styles, Adriene and I got on well when she was my assistant. The same is now true with Joan. I think this is because none of us let our different ways get in the way of getting the job done. It doesn't bother me that other people may re-copy things that already make sense to me: I just laugh in fun and do my thing! Likewise, I appreciate it when others patiently endure my chaotic messes. In other words, we accommodate a bit and the task never became the sacrificial lamb . Just as Adriene, Joan and I understand, appreciate and work through our working styles, so also must you and your students. By understanding what makes them "tick" you might gain keener insight into how to more effectively tutor them.

In order to find out whether someone is right or left brain dominant, you can administer the "test" entitled, "Are you left-brained or right-brained?" The test can be found in the file cabinet in the main tutoring room.

If you discover, for example, that your student is primarily right brained, then perhaps you can give her opportunities to creatively approach the subject of, say, nuclear waste disposal: "How, given its increased technology," you might ask her, "will the United States be able to dispose of nuclear waste in the year 2000?" If her class has been discussing this issue and the student feels comfortable with this context, then such a question would challenge the creative student to use her creativity to advantage. Moreover, it would also keep her from steering off course.

Now, if you discover, on the other hand, that your student is primarily left-brained, then perhaps you can encourage her to look rather logically, in a step-by-step fashion, at the advantages and disadvantages of various waste disposal alternatives. She could use this approach to then explain what the "best" method of disposal might be.

In addition to this "test", you can administer the Canfield Learning Styles Inventory to your students. This inventory helps students figure out how they learn best. Are they more auditory than visual? That is, would they prefer for you to show them material through the aid of diagrams and pictures? Would this be a more effective way for them to learn instead of just hearing you tell them the information? As Neuro-linguistic Programming makes clear, students often clue us into their learning style through their choice of language: for example, the visual learner might tell you that he cannot see what you're talking about. The auditory learner, in

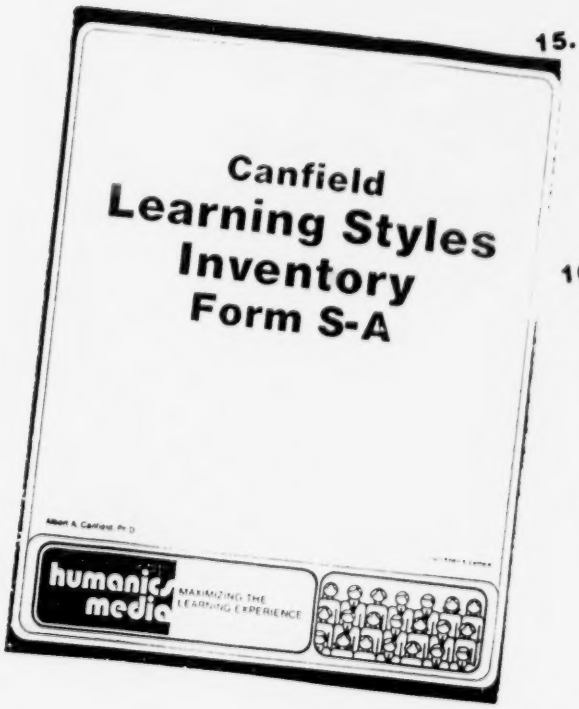
contrast, might say, "I just can't hear that. Could you say it again?" Once you "catch" these clues, the inventory can provide you with further information.

While your students are taking the Learning Styles Inventory, you might want to take the Canfield Instructional Styles Inventory. This Inventory will give you some insight into your style as an instructor.

All three learning tools -- the "test" as well as the inventories -- can help your students and you have a better sense of what it takes to foster learning for different people. These tools should only be used once you have gotten to know the student a bit and after you have discussed some of the reasons why filling out the information might facilitate their learning. Perhaps you have seen them for two or three sessions and feel that you haven't been making much or significant progress: this might be a good time to administer one of the tools. Decide first what you need to know about the student, then choose the tool best suited to meet that need.

Sample questions from both inventories follow this essay. The actual inventories, along with instructions for scoring, are housed in the file cabinet in the main tutoring room. Please make sure you follow the instructions correctly and that you mark off on the appropriate sheet (also in the file cabinet) that a particular test or inventory was taken.

The more you know about yourself and your students as learners, the more confidence you will have as a teacher.



15. Imagine that you have just turned in a paper to an instructor. Place a 1 by the letter of the response that describes how you think it would be most likely evaluated, a 2 by the second most likely, etc.

a. Excellent
b. Above average
c. Average
d. Below average

16. As a student, I feel it is my responsibility to:

a. Cooperate with the other students and help them when I can
b. Ask the teacher questions when the course is confusing or when the purpose isn't clear.
c. Make my own decisions as to what I can accomplish.
d. Assess the ability of the other students and work accordingly.

17. Consider the following topics for teacher training and rank them in the order in which you think they would generally be most helpful to teachers.

a. How to get along with students and maintain good relationships with them.
b. How to inform students of requirements, rules, the basis for grades, etc.
c. How to utilize independent study techniques so students can work more or less on their own.
d. How to maintain classroom discipline and get students to do the assigned work.

The following list of thinking characteristics contrast left and right cognitive behavior.

MODES OF CONSCIOUSNESS

LEFT HEMISPHERE	RIGHT HEMISPHERE
linear	holistic
symbolic	concrete
sequential	random
logical	intuitive
verbal	nonverbal
reality-based	fantasy-oriented
temporal	nontemporal
abstract	analogic

SPECIALIZATION

LEFT HEMISPHERE	RIGHT HEMISPHERE
handwriting	haptic awareness
symbols	spatial relationships
language	shapes and patterns
reading	mathematical computation
phonics	singing and music
locating details and facts	art expression
talking and reciting	creativity
following directions	visualization
listening	feelings
auditory association	color sensitivity

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Canfield
Learning Styles Inventory
Form S-A

Albert A. Canfield, Ph.D.

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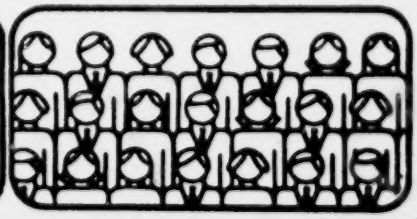
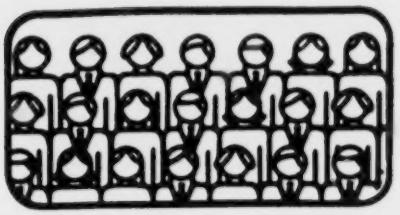
humanics media
MAXIMIZING THE LEARNING EXPERIENCE





This inventory gives you an opportunity to describe how you learn best. There are no right or wrong answers. You are to read each of the 30 items, and rank the responses according to how well they describe your reactions or feelings. The example below illustrates how the items are presented. Examine it carefully to be sure you understand how you are to mark your answers.

example

32. Rank the following colors in the order in which you generally prefer them.

a. Yellow
b. Red
c. Blue
d. d. Green

answer sheet example

a. 4 (least preferred)

b. 3 (third)

c. 1 (most preferred)

d. 2 (second)

You must write a number in each blank on your answer sheet to indicate how well each response expresses how you feel. All four responses must be ranked (from 1 to 4) for each item.

Note that the items are numbered from the top to the bottom on the pages of this booklet and on your answer sheet.

If you are sure that you know what you are to do, begin. If you have a question, ask for assistance before starting.

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1. Rank the following items in terms of how well they describe the classes you've liked most. (1 for the most descriptive statement, 2 for the second most, etc.)

a. I enjoyed the other students and we shared our ideas and feelings with each other.
b. The course was well organized and the topics followed one another in a meaningful sequence.
c. I more or less set my own goals and studied the things of most interest to me.
d. I knew how my work compared with others and the best work was fairly recognized.

2. Number the following descriptions of teachers from 1 to 4 in the order in which you normally prefer them. (1 for most preferred, etc.).

a. Teachers who are pleasant, friendly, and who take a personal interest in me.
b. Teachers who provide specific and clear information about assignments and requirements.
c. Teachers who give me the opportunity to decide what I want to study and how I want to do things.
d. Teachers who impose high standards and make me do the work necessary to accomplish them.

3. Rank the following courses in terms of their general appeal to you.

a. Mathematics and physical science.
b. Language and literature.
c. Household and craft repair skills.
d. Interviewing and counseling.

4. Rank the following in terms of their general value to you as ways to learn.

a. Listening to others talk about a subject.
b. Reading what others have written about it.
c. Seeing pictures, graphs, movies, etc.
d. Handling or working with something tangible.

5. Rank the following grades to indicate how likely you are to receive them on a paper or a report.

a. Excellent or outstanding.
b. Good or above average.
c. Satisfactory or about average.
d. Unsatisfactory.

6. Rank the following in the order in which they would be most helpf. l for improving your school experience in general.

a. There were more group activities and opportunities to get to know other students well.
b. There were more class outlines and clearer statements about what the classes were all about.
c. There were more opportunities to think through my capabilities and set goals for my own performance.
d. There was more objective and frequent information on how my performance compares with others.

7. **Rank the following in terms of how accurately they describe the worst teachers you've known.**
   a. They were more interested in the subject matter than in the students.
   b. They were vague about assignments and I was never sure what was expected of me.
   c. They were too restrictive in letting me do things on my own, coming to my own conclusions, etc.
   d. They were too easy and the students lost respect for them.

8. **Rank the following in the order in which you enjoy doing them.**
   a. Figuring out how things differ in cost.
   b. Writing a report or a letter.
   c. Building or repairing something.
   d. Carrying on a conversation with a stranger.

9. **Classes typically involve the following kinds of teaching activities. Rank them in the order in which you generally prefer them as ways to learn.**
   a. Lectures, audio tapes, and question-answer sessions.
   b. Textbook assignments and other readings.
   c. Movies, slides, graphs, charts, etc.
   d. Experiments or projects in the laboratory.

10. **Imagine that you have just received your grade on the final examination in a course you felt was pretty easy and that you got the lowest grade in the class. Rank the following as to how you'd most likely feel.**
   a. Somebody made a mistake in grading the papers.
   b. I'd be quite surprised, because that doesn't happen very often.
   c. It would surprise me a little, but that sometimes happens.
   d. It wouldn't surprise me very much at all.

11. **In most courses, student performance is evaluated on some basis. Rank the following in terms of how you feel about such evaluations.**
   a. They sometimes create jealousies and hard feelings among the students.
   b. Sometimes they are unrelated to the supposed content and purposes of the course.
   c. They sometimes aren't very helpful in evaluating my progress or in helping me focus my study activities.
   d. Sometimes they don't really distinguish between those who are doing well and those not doing so well.

12. **Rank the following in terms of their value to you in learning.**
   a. Having a chance to visit informally and develop an effective relationship with the teacher.
   b. Having specifics on what courses include and what they require.
   c. Having the chance to adopt my own approach and to make some contribution of my own.
   d. Having scholarly teachers explain the material and direct my study in the most meaningful and useful direction.

13. **If you were in a course that required everyone to visit a home for the elderly, and you could do any of the following, rank them in the order of their interest to you.**
   a. Help them compute their income taxes or balance their checkbooks.
   b. Write a letter or read to them.
   c. Help repair or replace something for them.
   d. Sit and visit with them about their feelings.

14. **How do the following appeal to you as ways to find out about new occupations or types of work?**
   a. Have someone in the field tell me about it.
   b. Read a recent study explaining it.
   c. Watch a classroom demonstration of the work.
   d. Trying to do the work itself.

15. **Imagine that you have just turned in a paper to an instructor. Place a 1 by the letter of the response that describes how you think it would be most likely evaluated, a 2 by the second most likely, etc.**
   a. Excellent
   b. Above average
   c. Average
   d. Below average

16. **As a student, I feel it is my responsibility to:**
   a. Cooperate with the other students and help them when I can.
   b. Ask the teacher questions when the course is confusing or when the purpose isn't clear.
   c. Make my own decisions as to what I can accomplish.
   d. Assess the ability of the other students and work accordingly.

17. **Consider the following topics for teacher training and rank them in the order in which you think they would generally be most helpful to teachers.**
   a. How to get along with students and maintain good relationships with them.
   b. How to inform students of requirements, rules, the basis for grades, etc.
   c. How to utilize independent study techniques so students can work more or less on their own.
   d. How to maintain classroom discipline and get students to do the assigned work.

18. **Rank the following classes in the order in which they appeal to you.**
   a. Formal logic and mathematics.
   b. Developing the plot and writing short stories.
   c. Operating a machine to make something.
   d. Human behavior and the "helping" occupations.

19. **Rank the following in the order in which you would typically like to learn about the properties of a new plastic.**
   a. Hearing a lecture.
   b. Reading a book or text.
   c. Viewing a movie or slides.
   d. Experimenting with a small sample.

20. Assume you are going to be in school next year, and rank the following evaluations in the order in which you think you'd receive them.
a. In the top 10% or so.
b. In the top 25 or 33 percent.
c. In the middle 50 percent.
d. In the bottom 25 or 33 percent.

21. Rank the following in terms of how accurately they describe the classes you have DISLIKED.
a. There was a lot of arguing, bickering, or fighting among the students.
b. The class was disorganized and I couldn't tell what topic was coming next.
c. There was no opportunity for me to pursue my own special interests or branch off on anything.
d. No matter how well or how much anyone did, the teacher just accepted it.

22. Rank the following in the order in which you feel they describe your most effective teachers.
a. They like students and have a sincere desire to understand and help them.
b. They leave no confusion about what is to be done and how it is to be done.
c. They consider each person as an individual and let each student work to his abilities and interests.
d. They control their classrooms and require everyone to meet some minimum requirements.

23. Club members are generally required to help in some way, rank the following in order of your preference for doing them.
a. Keeping the books on income, expenses, and finances.
b. Keeping the minutes of the meetings and doing the correspondence.
c. Setting up the room and keeping club equipment in order.
d. Greeting newcomers and helping everyone feel welcome.

24. Suppose you were taking a course in Ecology. Rank the following in terms of how you'd like to study the topic.
a. Hear speeches by qualified people.
b. Read reports and studies.
c. Watch movies, TV, films, etc.
d. Take field trips.

25. Rank the following in terms of how well they describe your feelings about your school performance.
a. I've been at or near the top of my class.
b. I've been better than average.
c. I've been near the middle.
d. I've been in the lower half.

26. Rank the following in their importance to you in the way classes are handled.
a. There is an opportunity to develop friends and the students support one another.
b. The class sessions are logically related to each other and the topics follow an understandable and meaningful sequence.
c. Based upon the topic and my abilities, I can determine what areas I'll pursue.
d. Student's grades and the evaluation of their performance give fair recognition and credit to those doing the best.

27. Rank the following in terms of how likely they would be as a reason for you to dislike a class.
a. The teacher was hostile, easily angered, or inconsiderate.
b. There were vague standards and vague or frequently changing requirements.
c. There was too little opportunity to determine my own activities.
d. The teacher lacked the ability to direct and control the class.

28. Rank the following in terms of their interest to you as a general field of work.
a. Mathematics, engineering, accounting.
b. Language, writing, speaking.
c. Building, installing, operating equipment.
d. Interviewing, selling, teaching.

29. Rank the following class activities in the order in which they normally appeal to you.
a. The teacher lectures and answers questions.
b. I can read about the topic in a text or some outside reading.
c. Pictures, movies, graphs, displays, etc. are used.
d. I can experiment with or actually use the material.

30. Imagine that you've just received the results of a final examination in a very difficult course and your grade was the highest in the class. Rank the following in terms of how you would most likely feel.
a. I'd have expected to do well so it wouldn't surprise me.
b. I'd be surprised, but it could happen.
c. I'd feel like I had lucked out and guessed a lot of the correct answers.
d. I'd probably think that someone had made a mistake in grading the test.

A Supplemental Instruction Model

by Juanita Condon,
First S.I. Supervisor

In September 1987 Shippensburg University adopted a new mode of student academic assistance (Supplemental Instruction), which was created by Dr. Deanna Martin of the University of Missouri at Kansas City (UMKC) in 1976. The Supplemental Instruction (SI) model was rated as an exemplary program by the United States Department of Education in 1981. By 1986 over 400 colleges and universities had adopted the UMKC model and have contributed to the data-base collected over the past decade.

The SI model may briefly be characterized as follows: it is an interactive, learner-centered, process-oriented program which uses intensive small-group review sessions as a means of getting students to internalize and understand course material. Supplemental Instruction begins in this way: those general education classes, which present a significant academic challenge and which are offered to large numbers of freshman and sophmore students, are considered for selection. The professors offering these courses must agree to participate in the SI program. Their participation involves:

1) regular weekly meetings with the graduate or undergraduate student (or SI leader) who is assigned to that professor's particular section,
2) informal discussions about student progress and problems,
3) sharing of test and quiz grades with targeted members of the university, e.g. the Supervisor of the Supplemental Instruction program or the Act 101 counselors in order to enlist cooperation in helping to motivate less than successful students.

If the professor agrees to work within these constraints, the department chairperson must also agree to them. The chairperson must then agree to allow the Administrative Assistant to the Registrar to set aside a certain number of seats in a particular section taught by that professor: these seats cannot be part of an overload section, and they will be filled by Act 101 students. The students will be scheduled into these classes by Mr. Kerry Behler, an Act 101 counselor.

In this way both Act 101 and regularly admitted students will be enrolled in the same course. An invitation to attend SI review sessions is extended to the entire class by the SI leader, who attends every meeting of the selected section, models good student behaviors (such as reading the texts, taking notes and listening attentively) and assists the professor in whatever way is needed in the classroom. In addition to these responsibilities, the SI leader must also read all assignments, generate handouts, quizzes, study hints and review sheets as well as do a grade anaylsis after each test or project. Further, they must maintain attendance records for each session.

These SI leaders, both graduate and undergraduate, are selected because of successful academic careers (a minimum G.P.A. of 3.0), strong interpersonal qualities and a genuine desire to work with other students who are taking basic courses. They must also have strong recommendations by the appropriate department faculty. In some cases, the SI experience has been used as an internship; in other cases, it

is part of a graduate assistantship or a work-study program.

In both oral and written assessments, SI leaders have noted that being an SI leader provides both academic and personal benefits. One SI leader even rated SI as "the best experience I have ever had." Another SI leader said,

> Supplemental Instruction forced me to go back to stuff that I had learned during Freshmen year and had forgotten. When I took the GRE a lot of things I had worked on with the students was on the test; I probably wouldn't have done as well [on the GRE] if I hadn't been doing the SI.

The same comment, cast in other words, re-appeared on other SI leaders' assessments of the program. Clearly, "doing" the SI helps leaders retrieve information as well as review concepts and procedures from earlier coursework.

The personal benefits are equally strong. The job needs good organizational skills such as task identification and prioritization, effective time utilization, short and long-term planning as well as identificaiton of resources. The SI leader must also be able to facilitate understanding by helping students to identify salient features of a lecture or text, synthesize abstract concepts into more manageable units and to then expand those same critical elements into even greater understanding. Most importantly, the SI leader has to present study suggestions that help students to mesh new learning with old. Thus, in a very real sense, the SI leader must <u>lead.</u> As one SI leader noted, "I didn't think that I could talk to that many people, but I did it and now I love doing it."

The growth and development of SI leaders is not the only example, however, of the benefits that can come from participation in the program. The results of the past SIs follow the nation-wide pattern as indicated by UMKC's data-bank: students who attend the SIs regularly earn a minimum of .5 higher G.P.A. credits than their peers who do not attend. A frequent student comment that "I know I would not have the grade I've got now if I hadn't come to the SIs" has been made by students earning final grades of A and B. One student even noted that he had four test grades of F before he came to the SI, was going to get an F, but still thought the SI was a good experience because "at the end I finally understood the material. I wish I'd come in earlier." He ended his written response to the SI questionnaire by asking if there would be another SI when he repeated the course.

Faculty members and academic departments can also benefit from the Supplemental Instruction Program. Class sizes are growing, opportunities for in-depth discussion of material is diminishing and numbers of underprepared students are increasing. The SI can offer students additional opportunities to understand and explore the content of a subject with the guidance of a "peer expert". In fact, two SI students changed their majors because their SI leader got them interested in <u>his</u> major! Thus, the SI can enhance the learning of developmental students---and all other students who wish to learn---by presenting opportunities for more informal discussion as well as for ways of thinking about and applying course content. Additionally, the SI can offer some support to faculty who are concerned about meeting students' needs, yet do not have enough time to provide individual assistance. That is, SI leaders can serve as feedback conduits from the students to the professors. Professors would then know what course

material students did not understand and could experiment with new modes of instruction. In short, using an SI leader might enhance the level of professorial flexibility as well as generate better student learning, and that, finally, is our ultimate goal.

Assisting the Inefficient College Learner

[Joan L. West adapted/expanded "Working with the Learning Disabled Student" by A. Williams and included information from the 10/12/89 brownbag facilitated by Dr. George Kaluger]

While Shippensburg University does not have a learning disabilities (LD) program *per se*, the university admits students who are inefficient learners. Since the university has a commitment to provide support services for ALL students and is required by law to assist LD students, the Learning Assistance Center's objective here is to educate tutors and staff by defining, recognizing and suggesting coping strategies for learning-disabled students.

According to the ERIC Clearinghouse on Handicapped and Gifted Children, Public Law 94-142 defines learning disabilities (LD) as a "disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written." This disorder affects how individuals with normal or above-average intelligence process, retain and express information. Communication may be complicated by irregularities in neurological functions. This complication "may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations." (ERIC)

I. Criteria for Learning Disabilities

A. A significant discrepancy between ability level and achievement in the skills listed above.
B. A central-nervous system dysfunction in perceptual or conceptual processing.
C. Deficiencies **not** due to visual, hearing or physical handicaps, mental retardation, or emotional disturbance.
D. Opinions differ regarding the influence of environmental/cultural factors.
E. Terms synonomous with LD: dyslexia, attention-deficit disorder, perceptual handicapped, minimal cerebral or minimal brain dysfunction, minimal brain damage and developmental aphasia.

II. Characteristics of inefficient learners include:

A. Difficulty **attending** to the task at hand: cannot focus for any length of time on listening or reading to obtain information/meaning
B. **Ineffective organization and planning ability**: a time-management problem
C. Poor **phonetic skills** and reading **comprehension**
D. **Deficiencies in study skills**, such as note-taking, outlining, text underlining or highlighting, and schedule planning
E. **Difficulties with basic number or computation facts in math**, especially fractions and simple algebra
F. Other characteristics:
   1. Scant auditory memory
   2. Difficulty in attending to a series of instructions, lists, etc.
   3. Left-right/spatial disorientation
   4. Distortion in repeating and blending sounds
   5. Additional time required for processing information before being able to respond
   6. Requires more than the usual time to accomplish tasks

7. Impulsive responses/hyperactivity
8. Variable academic performance [e.g. One may excel in art, dance or music but struggle with complex, abstract mathematical concepts]
9. Easily Distracted
10. Tendency to think in concrete rather than abstract terms
11. Low frustration tolerance

G. Written Language skills
1. Barely legible handwriting; prefers printing
2. Difficulty with structuring sentences
3. Spelling: tends to be phonic (reversals, e. g. "saw" for "was")
4. Indiscriminate capitalization
5. Difficulty copying from blackboard/text, listening to professor either separately or simultaneously
6. Confuses homonyms, transposes letters and omits words or syllables
7. Almost total absence of punctuation

Many may have outgrown *some* of these problems by age eighteen and/or learned compensatory skills. However, by the time they enter college, inefficient learners need additional strategies, such as time management skills, so they can purse college courses successfully.

III. Attendant Principles and Assisting Strategies for LD Students

A. Improve **attending** by consciously focusing upon text or speaker; the LD student must learn to read, listen and think in a structured format.
1. SQ3R
2. Oral reading, reviews and test-taking
3. Memory devices
4. Eliminating (or minimizing) distractions

B. Improve **organizational skills** by emphasizing time-management
1 Prepare a weekly time budget to be used for the entire semester.
2. Use an appointment notebook or the LAC perpetual **calendar**. Also give them (and review with them) copies of the **study skills** booklet.
3. Give assistance on **organized** note-taking, locating facts/concepts in texts, outlining tips and/or revising notes.

C. Compensatory strategies
1. Suggest that they get permission to tape record lectures.
2. CAI (word processing w/spell checkers for papers), typewriters, calculators, videos and dictionaries are also effective aids.
3. Advise that they visit the LAC regularly to work on skills and concepts.
4. Encourage LD students to attend LAC-sponsored workshops which they feel or you see they need.

IV Tutor Strategies "at the table"
A. Start with basic review before attempting new studies.
B. Proceed at a steady, unhurried pace and focus on one "piece" at a time.
C. Provide **practice**, **review**, and **tutee participation**, immediate feedback and positive reinforcement in every session.
D. Assist them with establishing and prioritizing goals.

E. Refer them to Counseling Center for assistance with social-emotional, self-esteem, and stress management concerns.
F. Provide LD students [many who are tactile learners] with many concrete examples, models, analogies, and diagrams.

V Professors' Provisions
A. Provide a detailed course syllabus.
B. Delineate expectations re grading system, course content, due dates, etc.
C. Outline material to be covered each day.
D. Provide concrete examples, diagrams, models and analogies. [especially across disciplines: fractions can be related to time in music, for example]
E. Write new/difficult terminology on the blackboard.
F. Give both oral and written directions for assignments.
G. Announce reading assignments well in advance.
H. Allow students to tape-record lectures.
I. Provide study questions for and discuss what constitutes correctness on exams.
J. Allow LD students extended test-taking time, as well as oral or individually-proctored exams.

VI Measures for the Inefficient Learner
A. Inform your professors of inefficiencies/disabilities.
B. Support the claim with documentation.
C. Contact Coordinator of Disabled Student Services, Mrs. Lois Waters, J.D., at x1161 for information and assistance.
D. Set and prioritize realistic goals.
E. Keep a calendar of all commitments [due-dates, tests, appointments]
F. Use tape recorders, computers, calculators and videos to assist your efforts.
G. Sit in the front of the classroom to avoid distractions.
H. Adhere to a regularly scheduled routine.
I. Write questions on paper and approach your professor for answers/clarifications *before* an exam.
J. Seek campus support services *early* in the semester.
K. Allow sufficient time to complete and revise written assignments.

While educators continue to research the causes and assess the most effective means of remediation for inefficient learners at elementary and secondary levels, the growing numbers of LD students attending college are causing professors, tutors and administrators to attend to their needs. Often called the "hidden" or "invisible" handicap, learning disabilities are real and really debilitating for those people who have them. In addition, most are embarrassed by these limitations. However, learning compensatory skills and coping strategies will empower inefficient students and **all** learners with the confidence to strive for self-sufficiency.

Works Cited

ERIC Clearinghouse on Handicapped and Gifted Children. Short Report on Post-secondary Options for Learning Disabled Students and Fact sheet on Learning Disabilities

Dr. George Kaluger, "Strategies for Assisting Inefficient Learners," Learning Assistance Center, October 12, 1989.

Facilitating ESL Students' Language Acquisition

[excerpted from William Clark's "Rhetoric and ESL Students" by Joan L. West]

Working with ESL (English as a Second Language) requires some recognition of the ways these students differ from ENL (English as a Native Language) and how these differences influence their composition development.

For tutors assisting ESL students with their writing skills, the following differences indicate difficulty with the surface features of English:

--pronunciation
--mastery of idiom
--control of complex syntax
--mechanics of writing

While ESL student progress may seem slow to native speakers, their capabilities of mastering composition skills equal those of ENL students. Many have read, written and spoken their native language; hence, they too have learned the structure of language.

Students learning a second language require support, practice, and more time to develop self-confidence with English. Given these criteria, ESL students can perform as well as native speakers in rhetorical situations.(Clark 1) Therefore, we suggest the following:

--Tutors must be selective in their identification of certain errors and emphasize composition skills rather than focus on expression and mechanics.
--Tutors must also insist that ESL students keep pace with ENL students in their reading, writing and speaking improvement.

While ESL students may take more time to prepare and complete reading and writing assignments than native speakers, the additional time and practice meet their needs precisely.

Students learning a second language may exhibit the following behaviors:

1. With frequent exposure to native speakers, second-language learning may occur without formal instruction.
2. In the formal classroom situation, instructors may provide assistance and encouragement, but the students must struggle with learning the language themselves.
3. When children study two languages simultaneously, they progress more rapidly in the language they use more.
4. ESL students understand more English than they can produce; consequently, their speaking and writing are not valid measures of their understanding of the language.
5. ESL students learn English at different rates, but they employ similar strategies and a common sequence in learning this second language.
6. The rate of acquisition of new language data is controlled by the amount of data the short-term memory can retain: retention occurs if this data can be incorporated into habit patterns.
7. Second language learners often experience arid periods following signs of significant progress.
8. "[S]hyness, perfectionism, and other factors...might mask knowledge of the second language by performance inhibition." (Ervin-Tripp in Hatch, 193) The natural reluctance to perform before others is compounded for students who must perform in a foreign language.

9. "When an ESL student is asked to make a change in the use of English which will complicate the new language system, then s/he will often resist making the change."
10. When a choice is available, the ESL student will often avoid a problematic feature of English.
11. The ESL student's interests will affect the rate of acquisition in meaning of noun classifications. For example, if one is fascinated by food, s/he will learn those names more quickly than other objects.
12. ESL students grasp word order relationships fairly early in their experiences with English; they can identify the typical sentence construction of subject-verb-object and the action sequence of actor-action-object. (Clark 3)
13. In his article "The Pidginization Process," John Schumann theorizes about two conditions which influence an individual's success in learning a second language. Neither is directly related to one's intelligence or natural learning ability, but they may be crucial to his/her learning:

A. Social Distance

Social distance is the sum of the "societal factors that either promote or inhibit social solidarity between two groups and thus affect the way a second language learning group acquires the language of a particular target language group." (Schumann, 261)

Extensive social distance and consequent inhibition of language learning result when the following conditions prevail:

-The second language learning group is either dominant or subordinate.

-The second language learning group and the target language group both desire preservation and high enclosure for the second-language learning group.

-The second-language learning group is cohesive and large.

-The cultures of the two groups are not congruent.

-The two cultures have negative attitudes toward each other.

-Members of the second-language learning group will live in the area of the target language group for only a short time. (262)

For the French and Japanese warbrides, as well as the Vietnamese who have settled in the United States, learning English has served as an integral part of their adaptation. However, international students who socialize only with ESL language students experience social distancing from English and its native speakers. These conditions also seemto apply to thedevelopment and retention of black and Chicano dialects. Such social-distance conditions shape the students' motivation and affect their learning. While such conditions may exceed our control, they are nevertheless influential. (Clark 5)

B. Psychological Distance

Psychological distance between second-language learners and speakers of the target language is established by the learners' inability to cope with language and culture shock, and by the nature of their motivation and ego permeability:

> "Language Shock " causes learners to fear that they cannot learn to use the target language effectively, cannot understand the finer meanings, cannot become comfortable with the target language, and may appear foolish to native speakers.
>
> "Culture Shock" results from learners discovering that their "problem-solving and coping mechanisms do not work in the new culture."
>
> "Motivation is of two types: interactively motivated learners want to meet with, talk with, and perhaps even become like the speakers of the target language."
>
> Instrumentally motivated learners want only the language skills essential to attainment of their practical goals: e.g., survival or success in a specific, limited area of education would be goals which could create considerable psychological distance between learners and native speakers.
>
> "Ego Permeability" is the ability to give up partially and temporarily one's separateness of identity. If individuals can immerse themselves in the learning process (the way an infant can when learning his/her native language, the student is not ego-involved to the extent that the involvement will interfere with the experimenting and practicing necessary for mastering the new language. (266)

To illustrate the impact of social and psychological distance on the learning process, Schumann describes the case of Alberto , a 33-year-old Costa Rican immigrant factory worker who spent most of his time in the company of other Spanish-speakers and whose contacts with English were usually with other ESL speakers. Shumann tutored Alberto in the use of negatives for a seven-month period. At the end of that time, Alberto had improved his use of negatives in test-situations significantly. However, his spontaneous negatives remained unchanged because he did not transfer the classroom learning to his out-of-class use of English. " We can conclude, then, that instruction is evidently not powerful enough to overcome the pidginization engendered by social and psychological distance." (268)

14. Understanding how this language-learning process works will enable those without special preparation for ESL teaching to tutor ESL students and to provide assignments, activities and an atmosphere conducive to learning. We can also avoid those behaviors which will inhibit or prevent learning.

A theory supported by many specialists in the field of second-language learning suggests that we can provide meaningful help to our ESL students in composition classes primarily designed for ENL students. Assuming that our students are placed on the basis of their written essays, we can help them to continue their progress toward fluency in English by helping them to become proficient readers, writers, speakers, and listeners.

In a recent issue of College English, a linguistics professor addresses the issue of teaching composition to ENL students from the hypothesis that language acquisition and learning to write coherently are parallel processes. She proposes that learning a language requires tacit internalization :

> The formal study of grammar, vocabulary building exercises, and similar techniques and materials sometimes found in writing curricula are all conscious attempts to describe language, but they are not language itself... these artificial techniques will not be effective because language acquisition is, by its very nature, an unconscious process. Language acquisition , including the acquisition of writing , cannot be taught in the traditional sense; it must be learned through the tacit internalization of patterns and principles that are acquired through extensive exposure to and practical experience with the use of language in actual, natural contexts and situations.(440)

Language acquisition follows the familiar learning process of generalizing a set of experiences into principles, which are then applied to new situations. The learner masters grammatical and syntactic rules in the process of learning a new language, but the process works well only with tacit internalization. (Clark 7)

Tutors can advise both ESL and ENL students that writing, like any other skill, improves with much practice, time and patience. Encourage your tutees' efforts and reward their successes with positive reinforcement.

----------Works Cited----------

Clark, William. "Rhetoric and ESL Students," 28 Jan. 81.

Falk, Julia ."Language Acquisition and the Teaching and Learning of Writing," College English (December 1979).

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MATHEMATICS PLACEMENT AT SHIPPENSBURG UNIVERSITY

All incoming freshmen (and most transfer students) are required to take the Shippensburg University Mathematics Placement Test. The score achieved on this test places the student into one of four levels-- Developmental, Pre-college, College, or Advanced. These levels are explained in the following paragraphs.

DEVELOPMENTAL LEVEL: Students who score below 521 on the placement test are considered to be at the Developmental level. These students must prepare to re-take the mathematics placement test through one or more of the following options:

1. Take a developmental mathematics course at Shippensburg or at another educational institution (Note: Developmental Mathematics, DEM 050, is offered at S.U. only in the summer, after which the placement test is administered);
2. Participate in the 10-week self-help program usually offered each semester through the Department of Mathematics and Computer Science, after which the placement test is administered (Note: Participants meet with a graduate student twice a week for a tutorial lecture and work-session, with additional tutorial help available as needed);
3. Participate in a self-help program at the Learning Assistance Center (LAC) working with a mathematics tutor one-on-one, or in a small group setting, after which the tutor must certify that the student has completed the appropriate preparatory work for the student to be eligible for a re-test (Note: Workbooks and microcomputer tutorial software are available for use in the LAC. To be eligible for a re-test, the tutor must certify that the student has completed the preparatory work);
4. Get your own tutor and work through a similar program of preparation, keeping a log of your sessions and a copy of the material you covered-- worked-out problem solutions, etc.-- and then present these to the Director of Placement Testing as evidence that you have indeed prepared yourself for a re-test.

The placement test is administered several times during the year. It is the responsibility of the student to contact the Director of Placement Testing to arrange a re-test date.

It is important to note that the developmental student has only one calendar year from the beginning of his/her first semester at Shippensburg to score 521 or better on the mathematics placement test. After this time the student will not be allowed to schedule classes at Shippensburg.

PRE-COLLEGE LEVEL: Students who score from 521 through 532 on the mathematics placement test are required to enroll in and pass MAT 100 (Introductory Algebra) before scheduling any college-level mathematics courses at Shippensburg. Your grade in MAT 100 counts toward your overall GPA, but the credits for passing the course do not count toward graduation requirements. Additionally, if you plan to take any of the calculus courses offered at Shippensburg, you must pass MAT 100 with a grade of C or better.

COLLEGE LEVEL: Students who score from 533 through 540 on the placement test, or who have passed MAT 100 with the appropriate grade, are considered to be at the college level in mathematics. Students at this level may schedule any college-level mathematics course which is appropriate for his/her major field of study. Scheduling these courses is usually done in consultation with the student's academic advisor. There is a general education graduation requirement associated with the college level of placement--Students at this level must pass at least one mathematics course (MAT) listed under "Category A" in the Shippensburg University catalog of Undergraduate Programs.

ADVANCED LEVEL: Students who score above 540 on the placement test need not take a mathematics course at Shippensburg unless it is a requirement of the student's major. (See your academic advisor or consult the S.U. catalog of undergraduate programs).

PREPARATION FOR RE-TAKING THE PLACEMENT TEST

ELIGIBILITY

Students who test at the Developmental Level on the Shippensburg University Mathematics Placement Test are not eligible to re-take the test unless they provide evidence that they have completed some program of preparation. This evidence is evaluated by Dr. Elnetta Jones, Director of Placement Testing, Dr. Beverly Butler, Director of the LAC, or Prof. Richard Ruth, Coordinator of Developmental Mathematics. A decision can then be made as to whether the student is in fact eligible to re-take the test.

METHODS OF PREPARATION

Those students who are re-taking the Math Placement Test should use the same options as those who are studying for and taking the test for the first time.

In any of these cases, the tutor will be expected to certify that the student has appropriately prepared to take a re-test. In addition, it might take students more than one semester to complete the preparation.

To review those options, turn back to the section entitled "Mathematics Placement at Shippensburg University."

STUDY HABITS AND TEST-TAKING STRATEGIES

Unsuccessful students in mathematics can improve their grades by learning effective strategies such as those shown here. Although this is a good topic for another training session, here are some hints to pass on to your students:

1. Students should take accurate notes in class and review them on a regular basis;
2. Students should keep their notes and worked-out homework problems organized in a loose-leaf notebook-- they should attempt EVERY assigned problem;
3. Students should use a pencil when doing homework;
4. It is imperative that students attend every class;
5. Students who do poorly on tests usually make "careless" mistakes-- it is imperative that they learn ways to check their results;
6. Students should check the "reasonableness" of their results by using estimation;
7. Students should be encouraged to use a calculator to check their work when appropriate;
8. Students should "read ahead" and learn to use their textbook as a reference resource;
9. Students should be encouraged to ask questions in class and to seek tutoring when they have trouble-- it is very important not to get behind in a mathematics course;
10. Prepare for a test by over-learning the material;
11. Try relaxation exercises to reduce anxiety prior to taking a test;
12. Students should make an effort to find out from the professor information regarding the nature of the test and specifically what material will be covered.

Part of being a good tutor is to help the tutee learn strategies he/she can use to not only master more mathematics, but also to get higher test grades. What are YOUR favorite strategies?

WHY YOU ARE HERE-- THE TUTOR'S RESPONSIBILITIES

You are already aware of certain responsibilities regarding your job as a tutor at the LAC-- Being on time, filling out contact forms, etc. Dr. Butler no doubt has already made this abundantly clear to you.

But your main responsibility is to tutor your students. This involves not only helping them understand the mathematics they will need to pass the course, but also helping them learn strategies that will make them better test takers as well as more independent learners. For some students, it will be helping them to reduce math anxiety and test anxiety. You can be a formidable instrument of support.

You might have times when you find yourself without a tutee-- perhaps he/she had to leave early or even failed to show up for the session. RESIST THE TEMPTATION TO WORK ON YOUR OWN ASSIGNMENTS. There are things to do that will improve the math lab.

Here are some of them:

1. Sit down at one of the computers and try to become more familiar with the software;
2. Review progress of your regular tutees and, if possible, prepare materials you can use in your next session;
3. Choose a topic you know your students have had trouble with, and make up practice worksheets or quizzes for future use.

WORKSHEET REFERENCE FILE

In the math lab file cabinet you will find some folders with worksheets already made up for certain topics (for example, adding fractions or factoring trinomials). Please make it your responsibility to add to this file resource. As you work with your students, place in a new file folder a copy of any worksheets you make up-- these can be photocopied and used by other tutors. Before you do this, however, make sure you process the handout with either Dr. Butler - especially if this is your first handout. Our goal should be to have worksheets available on virtually every topic we tutor. Do your part.

MODES OF TUTORING

Some students need the nurturing of one-on-one tutoring, that is, the undivided attention of a tutor. These students may have major weaknesses in certain areas of mathematics, or have some anxiety with regards to the subject, or both. Other students simply find this the most productive and comfortable mode of tutorial assistance for them. We should try to accommodate these students when possible.

On the other hand, many students need less attention during a tutorial session. They want to work on their own and confer with the tutor only from time to time, for clarification, help, or to have their work checked. For this type of student, I would encourage group tutoring. It is often a more efficient use of the tutor's time as well, and allows the students in the group to work more on their own.

At the same time, when students work in small groups, it is amazing how much students can learn from each other. They see that they share common problems and misconceptions, and by working together can often arrive at a better understanding of the material as it was explained in class. They tend to "bounce" ideas off one another as they work through the material at hand. In these "study groups", particularly when the students have the same professor, students can become less dependent on a tutor by comparing notes and discussing how the material was presented in class. This can be a very positive learning experience.

There are many advantages to small group tutoring. Making use of the chalkboard, the tutor can act as a group leader and encourage learning in the group through questioning and discussion. By helping each other in a group situation, students often become more at ease with the material they are learning.

Whether it is one-on-one OR group tutoring, use the mode that will work best for you and your students.

LEARNING DISABILITIES AND MATH ANXIETY

LEARNING DISABILITIES

This topic is covered in another part of the Tutor Training Manual, but it is appropriate to include it here.

Some of the students you tutor might seem to have trouble remembering mathematical concepts from session to session, or they might have a tendency to write 23 instead of 32.

If you suspect a student has a learning disability in mathematics, please discuss it with Dr. Butler or Prof. Ruth. If necessary, arrangements for diagnosis and help can be made.

MATH ANXIETY

Have you had students who are anxious to the point that they cannot function mathematically in certain situations? They may be suffering from "math anxiety". There is help available through the university counseling center for serious cases, but you can help your students fight the anxiety by first learning more about the subject yourself.

Prof. Ruth has been collecting books, journal articles, and computer software relating to math anxiety and how to reduce it. As the semester progresses, he will make this material available to you and will pass along copies of relevant articles from time to time.

Remember also that your approach to tutoring can affect how your students view the process of learning mathematics and their ability to be successful. Some students have "learned" some common myths about a person's ability to succeed in mathematics-- "girls don't do math", "blacks don't become engineers", "one can be good with words OR with numbers, but not with both", "math is a dreary subject, never any fun". These may very well have an effect on their perceived ability to learn mathematics. We must dispel these myths.

Two myths about mathematics definitely need to be put to rest. One is that college-level mathematics is too difficult for otherwise intelligent students to master. Another is that without mathematics anyone can live a productive intellectual and professional life (see Tobias 1990).

Math anxiety is learned. We can help students reduce it in themselves by becoming more knowledgeable about it ourselves and then by helping them overcome the debilitating misconceptions they have about their ability to learn mathematics.

COMPUTER SOFTWARE

THE HARDWARE

At present there are a number of Apple II series microcomputers in the Math Lab. One or two have printers attached. These computers will run programs formatted on Apple DOS 3.3 or ProDOS disks. One of the computers is equipped with an interface card which will allow you to run MS-DOS programs on it, just like an IBM-compatible microcomputer.

In other parts of the LAC there are MS-DOS microcomputers and one Apple Macintosh microcomputer-- Under certain circumstances these could be made available for tutorial use.

THE SOFTWARE

There are several types of programs available for your use in tutoring your students.

A. Drill and practice: Arithmetic through calculus;

B. Tutorial: Arithmetic through calculus, including probability and statistics;

C. Math Anxiety Reduction software;

D. Learning Styles Inventory software;

E. Diagnostic math software;

F. General purpose software for helping students understand a certain mathematical concept-- Such programs as Master Grapher, Derive, and Appleworks fall into this category.

USING THE SOFTWARE

Students will not sit down in front of a computer and use the software unless you encourage them to do so. This is true of most students, but not all students. Some students find it particularly useful as another interactive mode of learning, or for reviewing the material, or for when a tutor is not available. As a math tutor you should become familiar with what is available in the lab and how it can best be used in tutoring your students.

WORKING WITH PROFESSORS

Most professors in the math/computer science department are cooperative and willing to work with tutors. They may be willing to provide a course syllabus, worksheets, etc., that you might find useful in tutoring their students. If you do secure course materials from them, make sure you put them in the black "syllabus" notebook on the bookshelf under the clock in the main tutoring room. Don't hesitate to contact a professor in this regard.

In addition, you might find it useful to sit in on some of the classes to see the approach the professor is using to teach a particular concept. This might help you avoid the possibility of confusing the student even more-- There is sometimes a reason why the professor teaches something a certain way. Again, most professors will cooperate with you in this venture if you approach them and explain what you have in mind.

Professors might be able to provide a copy of the text they are using. In fact, the math/computer science department usually provides the LAC with a copy of most of the current texts. You will find some of them in the file cabinet and others on the "main shelves" in the main tutoring room (read shelf labels!).

STAFF MEETINGS

From time to time the math lab coordinator might schedule a meeting of all the math tutors to discuss some aspect of the lab or to share ideas. This will not happen often and will be scheduled only if necessary. In addition to these, Dr. Butler will call other meetings. Please make every effort to attend all announced meetings.

SHIPPENSBURG UNIVERSITY
PLACEMENT TESTING

OPTIONS FOR STUDENTS TESTING AT THE DEVELOPMENTAL LEVEL

To enable you to raise your mathematical skills, you must choose one of the following options of remediation.

1. Attend summer school at Shippensburg. In the summer of 1990, the university will offer DEM 050, Developmental Mathematics in sessions IV (June 11-July 12, 1990) and V (July 16-August 16, 1990). If you enroll in one of these classes, you will be required to complete the course with a "C" or better. ***Bear in mind that this course is only offered in the summer sessions.*** Contact the registrar for more information.

2. Enroll in a course similar to DEM 050 Developmental Mathematics at a community college (description of the course is attached). ***Upon the satisfactory completion of this course and the submission of a transcript, you will be eligible for a retest.***

3. Each semester, the Mathematics Department offers a voluntary 10 week <u>non-credit</u> tutorial program for students who are testing at the developmental level. Students are eligible to take a retest at the conclusion of this program. Please contact Mr. Richard Ruth (717-532-1234) for more information.

4.** Participate in a self-help program (description attached). *You will become eligible for a retest if you supply written documentation from the person or persons assisting you (see note below).* All documentation must be validated by my assistant, Ms. Marian Schultz.

5.** A math lab is open on campus in the Learning Assistance Center (LAC). Contact Mr. Ruth (717-532-1234) or Dr. Beverly Butler (717-532-1420) early in the semester for additional information about tutorial assistance.

** If you plan to participate options 4 or 5, please write or call and we will send you a form on which to record your tutorial sessions.

Placement Testing
Room 103, Horton Hall
Shippensburg University
Shippensburg, PA 17257
(717) 532-1395

Not Another Policy!

by A. Williams, Joan L. West

Any organization establishing policies designed to guide the actions and behaviors of its members becomes an effective one. Publishing and enforcing these policies assures an efficient and organized workplace. The Learning Assistance Center's established policies are listed below so **everyone**, including the professional staff, tutors and students, will comply. If you see someone violating one of our policies, please correct his/her error. By providing a positive example, you will help to maintain a professional atmosphere.

Learning Assistance Center Policies:

The No-Show Policy--When students miss scheduled appointments, they should call in advance to cancel so another student can be assigned that slot. Unfortunately, too many students don't call at all. In order to maximize our services, we will enforce this No-Show policy, which states that whoever misses two (2) appointments without calling to cancel will only be allowed to come to the Center on a walk-in basis for a period of four (4) weeks. During your first session, inform your students of this policy, which must be uniformly enforced to be fair.

The Food/Drink and Tobacco Policy--Several signs posted around the Center read "No eating or drinking in this area" and "No Smoking." Please help reinforce these messages. When you see students coming into the Center with food or drinks, please stop them and gently inform them that we don't allow that in the Center. Rather than throw their treats away, students may finish them before or put them away until after they have finished the tutoring session. Smoking is also prohibited in the Center.

The Use of Machines Policy-- Students are only allowed to enter the workplace when they have appointments, when accompanied by a tutor or when they have to walk through to use the restrooms. Students **are not** permitted to use **ANY** of the equipment (typewriters, copier, thermofax, computers, ditto machine, etc.) in the workplace. If you see an unauthorized person operating the machinery, explain that we don't allow students to use the equipment because

* It might become damaged;
* What we permit one to do, we must allow others;
* We want to preserve our equipment.

Kindly ask that person to leave the workplace.

Tutors/Staff Use of the Machines--Professional staff members and tutors may use designated machines in the Center. However, if you don't know how to use something, please ask someone **before** you try to operate it. All of the machines are in proper working condition; we wish to keep them that way. In addition, our SU Recycling program insists that we only copy what we need. Make work-related copies or even two or three pages of notes, but avoid excessive copying. Finally, because we want everyone to become computer literate, we don't mind your using the

computer on the main floor. However, please limit its use. The Lehman Library, Shippen and Horton Halls have computer labs for individual use.

Tutor Absence Policy-- When making your scheduling choices, you are making a commitment to be in the Center every week at those times. However, people become ill or have conferences, appointments and meetings to attend, projects to complete or exams to study for. Whenever you must be absent from the Center, please let the Director or Assistant to the Director know as soon as possible. However, don't tell them in January that you're going to a conference in March unless you put it in writing. Nor should you tell them "in passing". Because they have many other responsibilities, they will probably forget.

Please contact your tutees to let them know you won't be in and reschedule them. If you happen to wake up sick, call the Center right away so that we can contact your students.

The "Lounging"Policy-- While in the main tutoring room, please refrain from any loud talking or laughing, which is distracting and disrupting. The Tutor-Seminar Room will accomodate your informal discussions. In addition, "lounging" or propping one's feet on the furniture suggests an idleness that visitors to the Center might interpret as your lacking motivation or industry. If you don't have any tutees or any work to do, ask the Director, Assistant to the Director or Secretary. Usually, the staff has tasks that need to be accomplished.

Waiting for Students-- When you come into the Center, check the appointment book and learn that you have a student coming, please put your belongings away, gather what you need for the appointment and wait in the Main Tutoring Room for him/her. If the Secretary, Director or Assistant to the Director must search for you when your tutee arrives, she will question your courtesy. Please greet your own student.

Answering the Phone/Greeting Students-- Usually the secretary answers the phone. Because the secretary is only part time, however, she will not always be available. In addition, the Director, Tutorial Coordinator and Assistant to the Director might be in meetings or doing other work and cannot take the call. If you hear the phone ringing, answer it. In addition, if you are in the Main Room and you see a student at the reception desk, please go over and see if you can help him/her. Don't allow that student to wait.

Keeping a Pulse on Vital Tasks

by A. Williams and J. West

Accurate record keeping, vital to the daily operation of the Learning Assistance Center, serves several purposes. The data compiled from the student record cards goes into various mandatory reports, such as the Director's State of Things, the Office of Civil Rights report and the Biweekly Report to Professors. To assure that the Center runs as smoothly as possible and meets its obligation to the university, we must stress the importance of following directions and maintaining all rules, policies and procedures. Also, accurate records ensure continuity in the tutoring process.

Once you begin tutoring, please follow these record-keeping procedures. We must record each student's progress at the Center during the semester by completing a Student Record Card (SRC). Please refer to the sample diagram for clarification and the correct way to complete the cards:

- ^Write legibly in ink at all times because pencil fades and smudges after much handling.
- ^Conduct a complete intake: ask the student all questions on the card and fill in the appropriate spaces. Complete the card yourself unless you are working with several students at once, which may necessitate their completing their own cards.
- ^Before the students leave and you file the cards, check them to make sure they are properly completed.
- ^If a student has failed to include all of his courses, ask the student if he wouldn't mind completing it.

It is important that we obtain all of the courses and the professors' names so we can send the biweekly memos to professors informing them which of their students received help at the LAC during that two-week period. Another point to remember is that "Year" refers to academic level, not academic year. You may abbreviate using the following: Fr., Soph., Jr., Sr., or Grad.

Now, when the student arrives, find out whether s/he has been here before this semester. If you simply ask whether the student has been here before, the student might reply "yes," causing you to assume that s/he might already have a card. So, if the student has been here before this semester, ask if s/he has completed a card. If so, there is no need for you to duplicate it. If the student hasn't been here, then you know to fill out a new card.

If ever you cannot find a student's card and you know s/he has been here before, check the SRC box. Also check the folder in front of and behind where this card should be. Sometimes cards are filed incorrectly, are put between folders instead of in it, or tutors often forget to file them at all. When you don't have time to search for the card, write down what you accomplished with the student, the date and other information on the form provided.(which is located on the same table with the card file.) When the card reappears, transfer your notes to the card, writing on the paper that the card was found. Please don't hold onto the card under any circumstances. Fill out your comments immediately after the session while it's still fresh in your memory. Then file the card where it belongs.

. . .

When beginning a session, refer to the following dialogue between tutor and tutee as an example:

Tutor: Hello Amy, how are you? My name is John, and I will be your tutor. Amy, have you been here before--THIS semester?

Tutee: No, I haven't.

Tutor: Okay. I need to fill out this record card on you. Our policy requires us to keep a record of each student who comes into the Center for tutoring. We do this because we send memos to professors letting them know their students were here. We also write reports using statistical data from these cards. Now, would you please spell your first and last names?

Tutee: It's A-m-y F-r-e-s-h-m-a-n.

Tutor: Your social security number?

Tutee: 100-00-0000.

Tutor: What are you majoring in?

Tutee: I'm undeclared at the moment.

Tutor: What year are you in?

Tutee: I'm a freshman.

Tutor: Well, you have a little time yet to decide on a major. What's your local address and phone?

Tutee: 100 Harley Hall. x1000.

Tutor: How did you find out about the LAC?

Tutee: From my professor, Dr. Blank.

Tutor: This is your first time using the Center, right?

Tutee: Right.

Tutor: Amy, would you tell me all of the courses you are taking and your professors' names?

Tutee: OK, let me see. I have English Comp with Blank, Basic Bio with Bond, Man's Geo with Jackson, Hist of Civ I with Masselli and Intro to Algebra with Smith.

Tutor: You have a pretty demanding schedule there. However, you do have some good profs. I had Dr. Blank for English Comp, too. We had some lively class discussions that we had to write essays about. They helped me think, which in turn helped me to write better. You're here for English Comp, aren't you?

Tutee: Yes. I'm having trouble organizing my thoughts and putting them on paper. Also, I don't understand class discussions. For example,

we're supposed to write a composition on the "Real World vs. the Ivory Tower," which sounds more like philosophy than English.

Tutor: Well, don't worry. Other students from his classes are coming here, too. I was confused myself until I received help in comp. Are there any other problems you want to work on, like grammar... or help with another subject?

Tutee: Yes: grammar, sentence structure, putting paragraphs together.

Tutor: Is there any additional information you think would be helpful for us to know?

Tutee: As I said, I have trouble concentrating and putting my thoughts on paper. Once I put them together in my head, I just can't seem to write them down clearly.

Tutor: Okay, why don't we talk about your assignments, and let's look at a sample of your writing so that I can see exactly what it is you're having trouble with.

. . .

Hence, the tutoring session begins. After the session ends, record your comments or notes on the bottom half of the card. Continue on the back when the front is filled. When the card is totally filled, get a blank piece of white paper, write the student's name on it and staple it to the back of the original card.

Your comments should be brief but to the point and as specific as possible in case other tutors should have to continue working with this student. Any additional problems or information would also be helpful as it would give the other tutor(s) an idea of what to expect from the student. Finally, because students often read their cards or professors often inquire about a particular student, phrase your comments carefully. For example, you wouldn't write that a student is really "dense." A similar case actually happened: a student read her tutor's comments that she had been difficult to work with. Since the student was upset about what she read, the Director had to "mend fences."

After you have recorded your comments, file the card in the box. The person responsible for sending the memos to professors will then take the information from the cards and key it into the computer. Then, the SRC's will be ready to be filed again. While the secretary is responsible for the filing, she will not always be able to file the cards right away. <u>If you don't have any tutees</u>, filing cards becomes your task. As you're doing this, please place them in the correct folder in alphabetical order.

In the past, tutors have failed to follow these directions; we can no longer excuse negligence; your pay may be docked for poor record-keeping. Finally, please remember that a few minor flaws may exist in this system but, with everyone's cooperation, it does work. If you have a question, problem or suggestion about the record-keeping system, feel free to discuss this with the Director or the Assistant to the Director. However, please work with the system before devising changes for it.

*Fill out completely, in ink. Thank you.

Learning Assistance Center/Writing Center
Student Record Card

Sem _____ Year _____

Name Amy Freshman S.S.N. 100-00-0000 Major Undeclared

Local Address and Phone 100 Harley Hall X1000 College Year Fr.

How did you find out about the LAC? Professor - Dr. Rainey

Have you received service from the Center before? When? NO

Current Courses and Professors
(✓courses for which you want assistance)
(* courses that require writing)

Course:	Professor:
English Comp	Rainey
Basic Biology	Bond
Math Geo	Jackson
History of Civ I	Masselli
Intro to Algebra	Smith

Writing problem areas you want to work on: ___writing for a course ___for self ✓grammar ___punctuation ___vocabulary ___spelling ✓sentence combining ___writing essays ✓paragraph cohesion Other: ↘structure

Other problem areas you want to work on: Has trouble getting her thoughts together and putting them on paper.

Additional information we should know: She also has trouble concentrating + following class discussion

Initials	Date	Am't. of time w/ student	Course	Comments (What did you work problems; future goals?)

STUDENT'S NAME	TUTOR'S NAME	DATE	AMT OF TIME	SUBJECT	COMMENTS

Procedures! Procedures! Procedures!

by A.Williams, J. West and A. Brookens

What to do when you arrive at the Center

^Check the appointment book to see if you have any tutees coming.

^Obtain the student's card or a blank card (refer to Record Keeping section for procedures), scrap paper and any other material you need for the session.

^Wait in the front room for your student.

^If a student cancels and you are on the Learning Assistance Center payroll, the Director, LAC/Act 101 Outreach Coordinator, Assistant to the Director or secretary may ask you to complete tasks.

^Check the reception desk, appointment sheets, the blackboard in the Tutor-Seminar Room and your mail folder daily for notes, messages, or tasks. [The staff may post urgent information on the board or insert notes in the folders.]

Making Appointments

When scheduling student appointments, following the correct procedures will avoid conflicts. When students who need appointments call or stop by, or when you want to sign up a student with whom you have just finished working, schedule appointments in the large black notebook found on the receptionist desk. Schedules are arranged alphabetically by major subject area within the book. Tutor names and corresponding subject areas are recorded in the front of the notebook on the **Specialties List**.

^Check this list before assigning anyone so that you know which tutor tutors what particular subject(s).

^Even though some people tutor more than one subject, their names will be found in only one section of the appointment book on which all appointments for these tutors should be recorded.

^When scheduling students for appointments, obtain:

a. the first and last names,
b. telephone number,
c. subject being tutored, and
d. the professor's name.

^If we must cancel a student's appointment, we can quickly refer to the schedule sheet for his/her telephone number. When a student cancels, find the name, cross it out, and put a large red "C" [cancelled] nearby.

^If a student has not cancelled an appointment but fails to show, enter a red "NS" (No Show) beside the student's name and cross it out for that particular appointment. ALSO, record the student's name on the list in the "NO SHOW" book. And, when scheduling a student, check this section before you give that person a slot. If a student's name appears on this list twice, do not give that person an appointment.

^When you have regulars (students you see each week), write their names on all of your schedule sheets. Write "reg." next to their names so that when new sheets are inserted, we can identify them. If YOU don't fill them in throughout, no one can tell who your regulars are and may assign others to those slots. If such a scheduling conflict occurs, the tutor is responsible for correcting it.

^Inform the Director or Assistant to the Director in writing of any changes in your schedule; then contact your students and enter the changes on your schedule in the appointment book.

Flow Charts

^"Flow Charts" are located on the reception desk. We use two kinds of flow charts: one to record the number of students we tutor each week and the other to identify the number of students we see for non-tutoring purposes. New flow charts are available every Monday. Since the charts already have dates typed on them, you need only indicate with a number those seen on a given day. On the non-tutoring flowchart, write your name and the number of students seen on the first line and the purpose of those visits on the second line.

^LOOK at which chart you're filling out to insure accurate records! This information lets us know statistically how we are meeting students' needs.

Evaluation Forms

^After tutoring a student three (3) times, ask him/her to complete an evaluation form. These forms, which assist us in determining how we've helped students and how we can improve our services, are located on the reception desk. Ask your students to answer all questions completely and anonymously: you are not to see the completed form then. Explain to the student that he/she should fold it and place it in the EVALUATION box. At the end of the semester, you will see your evaluations.

Answering the Telephone

When no one is at the reception desk, answer the telephone when it rings. Don't assume someone else will. As you lift the receiver, say,

"Hello, this is the Learning Assistance Center; may I help you?"

If a student requests an appointment, schedule him/her before you hang up. If someone calls for the Director, LAC/Act 101 Outreach Coordinator, Assistant to the Director or secretary and he/she is not available, explain that he/she is busy or out of the office and take a message:

^Write the person's full name, telephone number and message.
^Tell the person we'll get back to him/her.
Write your name, the date and time of the call. (In case the recipient has questions.)

^Please write your messages legibly and clearly.
^If you must put people on hold, ask them if they will hold while you locate the person they're calling. If the person is taking too long to come to the phone, ask the caller if s/he would like to continue holding or if s/he wants the person to return the call.
^Be friendly and courteous to everyone at all times.

TO PLACE A CALL ON HOLD:
^Tell the caller that you are putting him/her on hold.
^Press the HOLD button.
^Hang up.

TO RECONNECT A CALL YOU HAVE PUT ON HOLD:
^Pick up the receiver.
^Press the line button of the call on hold.

TO TRANSFER A CALL:
^Tell the caller that you are transfering his/her call to another office. Tell the caller the office name and phone number in case s/he is disconnected.

^Press the TRANSFER button; then dial the extension number. DO NOT HIT THE HOLD BUTTON FIRST. THE TRANSFER BUTTON WILL AUTOMATICALLY PLACE THE CALLER ON HOLD.

^Wait until someone answers, then tell him/her that you have a transfer call for him/her. If you hear a busy signal or access Phone Mail, press the CONNECT button to get the caller back on the line so you can tell him/her the situation.

MAKING LOCAL CALLS:
^Pick up the receiver. You do not have to hit a line number.
^Key in 9.
^Listen for external dial tone.
^Dial the outside number.

OTHER IMPORTANT INFORMATION ABOUT THE PHONE SYSTEM:
^When you answer the phone, just pick up the receiver. DO NOT hit the line button or you will lose the call.

^If you push the PICK button twice, it will pick up any ringing extension in the Learning Assistance Center.

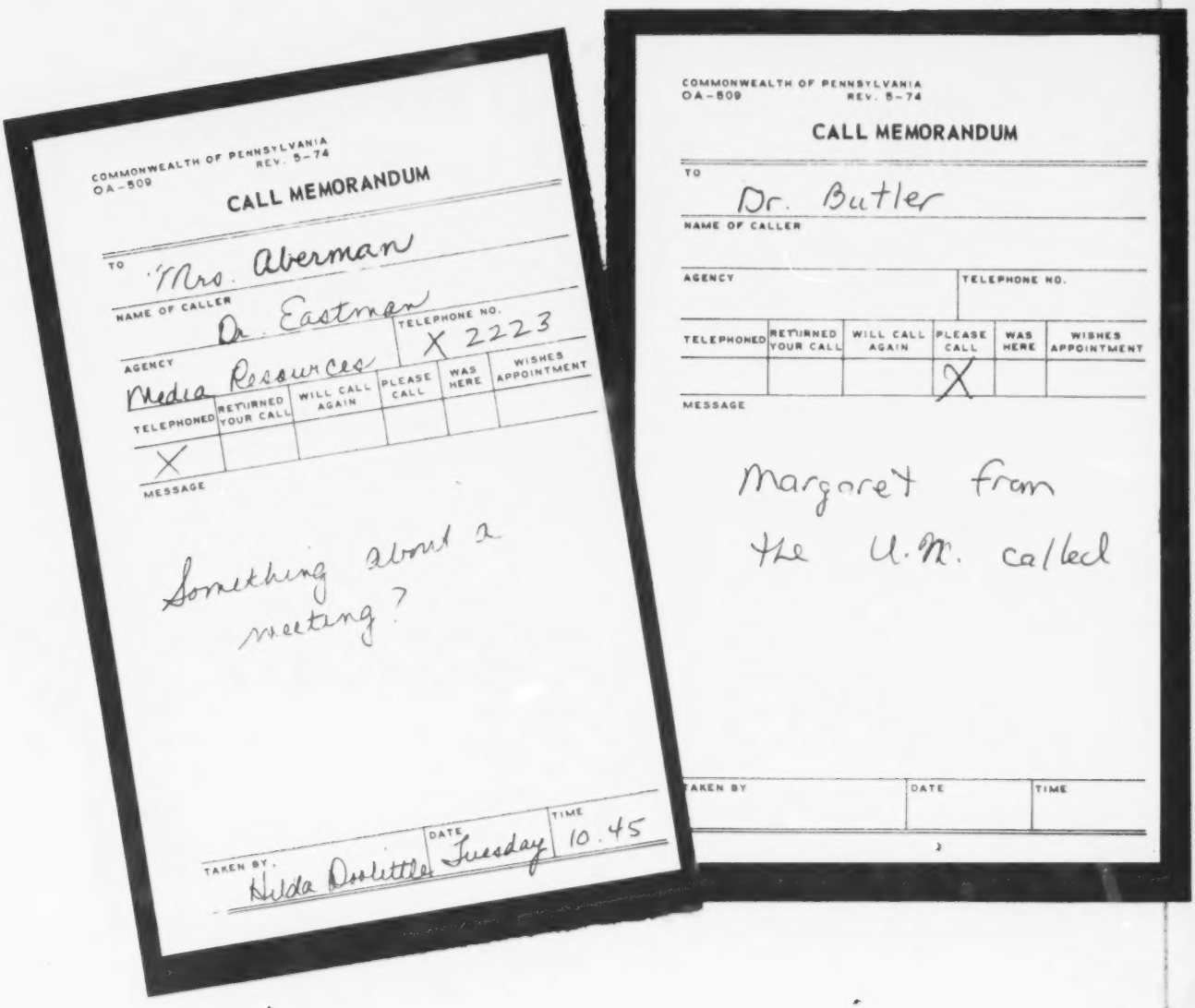
^To reach an on-campus number, select only the last four digits of the number; you do not have to dial the 532 numbers.

^Ringing Patterns:
a. Single Ring, Pause, Single Ring - Internal Call
b. Double Ring; Pause, Double Ring - External Call
c. Long Ring - Call Back Feature

^A book is available if you need assistance.

TELEPHONE MESSAGES:
how to, how not to and your turn!

What do you think of these messages?



COMMONWEALTH OF PENNSYLVANIA
OA-509 REV. 5-74

CALL MEMORANDUM

TO Mrs. Aberman

NAME OF CALLER Dr. Eastman

AGENCY Media Resources TELEPHONE NO. X 2223

TELEPHONED	RETURNED YOUR CALL	WILL CALL AGAIN	PLEASE CALL	WAS HERE	WISHES APPOINTMENT
X					

MESSAGE

Something about a meeting?

TAKEN BY Hilda Doolittle DATE Tuesday TIME 10.45

COMMONWEALTH OF PENNSYLVANIA
OA-509 REV. 5-74

CALL MEMORANDUM

TO Dr. Butler

NAME OF CALLER

AGENCY TELEPHONE NO.

TELEPHONED	RETURNED YOUR CALL	WILL CALL AGAIN	PLEASE CALL	WAS HERE	WISHES APPOINTMENT
			X		

MESSAGE

Margaret from the U.N. called

TAKEN BY DATE TIME

It's now your turn:

Good Things to Know:

A HOW-TO BOOK ON TUTOR TASKS provides detailed instructions on the standard procedures at the Center. Following them will save us all time and energy, as well as provide continuity in completing routine assignments.

Tutors can access the Tutor Journal software at the computer on the main floor (with no printer) to input your impressions on subjects delineated in the How-TO BOOK ON TUTOR TASKS

The Handout Files are organized in alphabetical order according to titles. Labels on the front of the drawers indicate contents:

a. Grammar and punctuation
b. Writing
c. Study Skills; history
d. Other

These files are also inventoried on disks. You may use the computer designated for the Tutor Journal to peruse them. Becoming familiar with these valuable aids will enhance your tutoring skills, save you time, and provide a tangible record for the student to review.

IN DIALOGUE:
TUTOR TO CHILDREN

CHILDREN, OUR FUTURE

In 1986, I received a phone call from a grandfather who was seeking help for his grandchild, who was having difficulty reading. One of the tutors used basic readers to help the child build his confidence and his vocabulary. The next year, I received a phone call from a parent seeking help for her daughter. My first Assistant designed the principle lesson plans and I wrote occasional stories gleaned from the child's home experiences. These were used instead of standard readers. My Assistant also worked closely with Sarah's teacher as well as with teachers from the Rowland School.

As the years passed, we received one or two phone calls a semester from parents, guardians or counselors; and, since the numbers were so small, one of my staff members was always able to work with the children.

Then, something happened in the fall of 1990: we had a waiting list of children! I was both amazed and thrilled! I also realized that I needed to act quickly, so I sent letters to professors in the Teacher Education department asking them to "spread the word" that there were children for their majors to tutor. The response was wonderful. In fact, we had more tutors than children! So began the beginning of the "Children's Pilot." Mrs. Joan West's (second Assistant) description of that year gives a good sense of the "numbers" and the activities.

The "Children's Pilot" is now a program. It is called "Frogs and Flowers" in honor of the young men and women for whom it was designed. We hope no one will accuse us of sexism, for the "frogs" can easily refer to females and the "flowers" can just as easily refer to males. "Frogs and Flowers" is under the direction of Mr. James Hill, my third Assistant. Mr. Hill believes that our objective in working with the children must be

> To accommodate individual differences by engaging children in activities that address individual learning styles.

He also believes that to do this, we must

- Gather information on each child through his/her classroom teacher by way of an inventory form;
- Gear all tutoring to the individual needs of each student based on assessment information.

I agree with him. Each child must be taught according to his/her own needs. My hope, finally, is that all tutoring "at the table" will be a dialogic dance in self sufficiency. If we look at every student as an individual, then the dance we do will be a true adventure in growth.

Thanks, Sarah, for returning after five years! It is for you that this is worth it.

A "Frogs and Flowers" Digest

Joan L. West, Past Coordinator,
The Children's Tutoring Pilot

At the close of our initial semester's Children's Tutoring Pilot, eight college students tutored children between the ages of seven and sixteen in 74 hours of tutorials in reading, mathematics, writing and study skills. The education majors who participated include Kim Allen, Gina Angelozzi, Doreen Petrella, Cathy Thomas, and April Wu. Two graduate assistants, Greg Lucas, who is working toward teacher certification, and Ruth Stewart, who is studying special education, also tutored children regularly. Our reading specialist, Karen Revelt, worked with one child as well.

In addition to tutoring, the college students attend monthly meetings during which we discussed issues related to their individual clients, strategies and pertinent activities. Each regularly processed their tutees' progress with me or Dr. Butler and recorded their activities on the "Frogs and Flowers" record card. Finally, they wrote end-of-the-semester evaluations on their clients.

Dr. John Martin serves as our resource consultant and permits tutors of children access to the Horton Hall resource and computer rooms. Also, Dr. Mary Jane Urbanowicz served as a consultant for our April meeting; she offered precise suggestions on activities for each child. Additional Teacher Education professors/teachers will serve as consultants for the fall semester. Shippensburg teacher and reading specialist Mrs. Anette Strine has volunteered to facilitate our September meeting.

We closed out the semester with a workshop, "Parents, Partners in Your Child's Education," which focused on communication techniques and educational activities. In addition, we mailed each family packets chocked full of engaging area events.

The parents have expressed their satisfaction with the tutors, this program and their children's progress here. Equally important, the college students are receiving valuable pre-professional experience. All participants wish to continue.

IN DIALOGUE:
"BRIDGING THE CAMPUS"

Cathy Dibello
LAC Testimonial

As a volunteer tutor at Shippensburg University's Learning Assistance Center and head of the Center's Advisory Board, I am proud of the Center's achievements. In the past few years, the Center has served an increasing number of students and offered a growing range of services, including workshops, brown bag lunches, study halls for sports teams, and outreach to foreign students and other special populations.

As the LAC expanded its activities, it has not neglected its basic function, tutoring students. In addition to graduate and undergraduate tutors, the Center has sought the expertise of faculty volunteers. As a faculty writing tutor, I am convinced that tutoring succeeds and that it is fundamentally different from classroom instruction or even conferences held in a professor's office. Students who are reluctant to approach their own teachers, perhaps out of fear of revealing an ignorance that might hurt their grades, seem to feel quite comfortable working with tutors in the Center, even when their tutors are clearly faculty members. The fact that the Center is not an individual faculty member's turf also seems to make the encounter less threatening. The special nature of the tutor-tutee relationship encourages students to relax yet demands their active participation in the sessions. I have been quite impressed by how much students can accomplish, even in a single tutoring session. While tutoring cannot work miracles, I feel confident that students who take full advantage of the Center by keeping weekly appointments, attending workshops, and using other support services can improve their work dramatically.

Box 54 / 5 Parsonage St.
Newville, PA 17241
May 19, 1988

Dear Dr. Butler,

I would like to express my appreciation for the fine help with my precalculus math that I received from the Learning Assistance Center. I was very impressed with the thorough knowledge and understanding demonstrated by the math tutors who helped me: Pam Forrester, Ehsan Gaffur, Madala Rao, and Todd Stine. Also, I was very impressed with their teaching methods. I commend them all for their expertise, as well as the L.A.C. administrators for their fine management, and hope that this help will continue to be offered in the future.

With appreciation,
Tim M. Strickler
Tim M. Strickler

Enclosures: 5

cc: President Ceddia
Pam Forrester
Ehsan Gaffur
Madala Rao
Todd Stine

June 13, 1988

Ms. Adriene Williams
Learning Assistance Center
Shippensburg University
Shippensburg, PA 17257

Dear Adriene,

Thank you for asking me to write this testimonial about the Learning Assistance Center. Although you asked me to make a brief statement, I find it very hard to do this because the LAC has many advantages that I have reaped.

The LAC is the best way for one to receive help with many of the subjects one may be having trouble with. The tutors help one understand a subject by encouraging them to figure out the problem, and solve it themselves. The tutors don't give the tutee the answers and that is what I like about them. Now, about the LAC, anyone who is having any trouble and doesn't use the LAC deserves to fail the class. It has tutors in every subject and they are in the LAC several times a day at different times.

I want to thank Dr. Butler and Ms. Williams for having such a helpful program for the students. It is nice to know that someone does care about our grades and all we have to do is take advantage of it. I would have had a difficult time passing some courses if it were not for the LAC. Thank you again for your support throughout my freshman year and I am sure I'll see you in the fall.

Sincerely,

Diana Oiler

Diana Oiler

To experience learning assistance in a quiet setting where professionals and well-trained student peers are available, you will find yourself walking to the lower levels of McLean dorm. Upon arriving, you will be warmly greeted and introduced to our award winning Learning Assistance Center, directed by Dr. Beverly Butler. During your introduction to the Center, you will become aware of the many ways the Center can help you become an outstanding student and future alumni. In addition to the personal assistance available to you, look for the many special programs to be presented during the academic year -- some being repeated because of requests and others because of contemporary needs of students.

Having recommended tutors, sent students for supplemental help, and personally received excellent critical critiques of articles I have published, I believe our Sh. ppensburg University students should be aware of the excellent opportunities available at our Shippensburg University Learning Assistance Center.

D. D. Hardy

Ms Donna Dee Hardy

Learning Assistance Center

Shippensburg University

August 21, 1991

Dear New Colleague:

If you are new to the area, I hope you are "settlin' in". If you are in a new job, I hope that you are making a smooth and comfortable "fit."

Just as we must "settle in" or "find our fit," so also must students. Some will be very comfortable in your class. Your style will excite and challenge them. Others may be challenged, but scared. They might need extra assistance before they can truly "settle" or "fit" in.

The Learning Assistance Center, located in the basement of McLean Hall (a campus dormitory), is an excellent resource for students and professors who are making adjustments. We offer one-on-one as well as group tutoring. We also provide campus-wide workshops in a range of topics: taking the Math Placement Test, writing a book critique and preparing for midterm exams, to name a few. We sponsor brownbag lunches where we can "break bread" and get to know people across campus. We even have a tutoring program for children in which Teacher Education majors are paired with local children who might have difficulty in reading, writing and/or mathematics.

We love for students to study in our carrels, check out our books, cut up old magazines, browse through current editions and, of course, work in concert with our tutors.

This year is especially exciting because we are jazzing up an old theme and spicing up the Center with a new staff. Our old theme was "Each One Can Reach One". The new theme comes from the title of the tutor training manual, Self Sufficiency in Dialogue: Not For Tutors Only -- "In Dialogue: Tutor to Tutor."

We do not write papers or take exams, even though we will "talk through" a paper and provide untimed tests. We believe, after all, that self sufficiency must occur through the dialogue: two minds finding a way through words; two minds becoming both tutor and learner.

We will start the year with our annual Open House on Monday, September 9, 1991. I hope you will come (any time between 9 a.m. and 4 p.m.) and I hope you will bring your students with you.

WELCOME. I look forward to meeting and eventually working with you.

Sincerely,

Beverly

Beverly A. Butler, Ph.D.,
Learning Assistance Center Director
Associate Professor of English

Shippensburg, PA 17257 717-532-1420
A member of Pennsylvania's State System of Higher Education

Criteria for Selecting Tutors

by Dr. Beverly Butler

The Random House Dictionary of the English Language says that to be a tutor means "to have the guardianship, instruction, or care of." A guardian is "a person who guards, protects, or preserves". In what ways does a tutor do this? Since fostering learning must be the goal of every tutor, she must preserve it by openly and creatively sharing that learning with others. She must also treat it with respect so that whomever she instructs will, in turn, share their newfound learning with others. This is the only way that the learning cycle will not be broken. And, as it turns round, so a school or a society can continue to forge ahead. Instruction, according to the dictionary, is "the art or practice of instructing or teaching; education." In addition to preserving learning, a tutor is one who, through instruction, imparts that learning. For these reasons, every tutor should think of himself as that teacher who literally sits at the elbow of another and engages in a thought provoking dialogue. Sometimes that dialogue is quite necessarily punctuated with explanations and descriptions, but overall, it remains a dialogue -- a give and take exchange of information and ideas between a teacher who is sometimes the student and a student who is sometimes the teacher:

> During my two semesters at the Learning Assistance Center as a writing tutor, I have met many kinds of students: some apathetic, some frustrated and some unconcerned, but most cared about their writing and were eager to learn. Out of all these students, the most enthusiastic, determined and dedicated as a woman returning to school after a long absence.
>
> However, towards the end of the semester and following a session on grammar, I noticed her head nodding. I then realized something: I had been "teaching" too much. Even though she needed me to explain ideas, she also needed to actively participate by developing those concepts in written exercises. From then on, I tried to keep her involved. She didn't nod off again. A student taught a tutor that teaching isn't preaching, but rather communication and mutual participation.
>
> --Sandra Davenport

Although the "definition" in my first paragraph describes the ideal tutor, it is nonetheless the model or image towards which all tutors should be striving. It is, of course, the posture that Sandra learned to use with her student. And, because I am trying to hire tutors who "fit" as well as ascribe to the philosophy outlined in the definition and earlier in this manual, there are a few things

prospective tutors must have and/or undergo in order to initiate some kind of "fit:"

1. An Interview: the interview usually takes between one and a half to two hours. During that time, my Assistant and I tell potential candidates about the Center, ask them about their formal as well as informal tutoring experiences and give them about three scenarios that they must work through. Finally, we allow them to as questions of us, how they respond to interruptions (there are always interruptions in the Center!), and how they would handle particular situations (the scenarios are usually subject specific and we ask similiar questions of each candidate). I also try to say something funny, just to see if they have a sense of humor.

2. Grades: Students who wish to be tutors should have at least a 2.8 overall and a 3.0 in their major. Occasionally, I make concessions: for example, I will hire a student who only has a 2.8 in his major, if he can explain concepts clearly and get on well with other students.

3. Professors' Recommendations: Professors are welcome to suggest students to me that they think will make good tutors. I hope they understand that I must take into consideration the whole picture, especially with undergraduates: financial aid status, social skills, etc. Therefore, all students that professors recommend will not necessarily be hired. This year I started calling professors -- at least one per candidate -- so that I could discuss a candidate at length with someone who knew him or her better that I do. I have also started calling employers.

4. A Writing Sample: I also ask all candidates to write a short piece in which they tell me what assets they could/would bring to tutors as well as what qualities they are still working on. For all tutors, this piece gives me some insight into how they see themselves as people and as tutors. For writing tutors, it also shows me first-hand how they write.

Once a student has been hired, she must attend training sessions. Training usually takes place the first two weeks of school, and each session usually lasts two hours. We may sometimes hold the entire training over a weekend in order to foster an immediate sense of community and to speed up the training process. Topics for the sessions run the gamut: from policies and procedures to tutoring strategies and tutor-tutee role plays. Examples of these are included in this section. The most important aspect of the sessions is that they get tutors to think about what they are doing and why. They also allow tutors to make initial contacts with each other. These contacts are crucial in the schema of things because they often lead to "teacher to teacher" friendships, which, in turn, often encourage "good" teaching.

THE LEARNING ASSISTANCE CENTER TUTORING APPLICATION

NAME _____ SOCIAL SECURITY NUMBER _____

SUBJECT OR CONTENT AREA _____

SEMESTER AND YEAR TUTORING WOULD BEGIN _____

COURSES TAKEN IN SUBJECT AREA (LIST COURSES)_____

_____

GRADE POINT AVERAGE _____

CURRENT ADDRESS AND PHONE NUMBER _____

_____

NAMES, PHONE NUMBERS AND/OR ADDRESSES OF 2 REFERENCES WE CAN CONTACT REGARDING YOU.

REFERENCE 1: _____

_____

(DO NOT WRITE IN THIS SPACE. FOR ADMINISTRATIVE USE ONLY!)

REFERENCE 2: _____

_____

(DO NOT WRITE IN THIS SPACE. FOR ADMINISTRATIVE USE ONLY!)

In the space below, please describe why you want to tutor at the Learning Assistance Center. Specifically, what qualities do you have that would make you an asset to the Center? And, what qualities are you still working on? (If you run out of room, you may continue on the back.)

PLEASE RETURN TO: Dr. Beverly Butler
The Learning Assistance Center
McLean Hall Basement
Shippensburg University
Shippensburg, PA 17257

THE LEARNING ASSISTANCE CENTER
McLEAN BASEMENT

A FEW THOUGHT-PROBES FOR NEW TUTORS

Name _____

Subject(s) you will tutor _____

Specialties within subject(s)

What do you fear about your job or tutoring role?

What excites you about tutoring?

How would you define tutoring?

What do you want the Center to "give" you regarding tutoring or to "teach" you about tutoring?

[Sample]

TUTOR-TRAINING AGENDA

* NOTE: All training facilitators should note the day and times of their session(s). Also, tutors: specific instructions are noted for "new," or "experienced" tutors. Other sessions include all participants. Since you will be getting paid for the weekend, we expect you to be here. We will not set up special sessions for tutors who are already hired.

9:00 am CHAT & CHEW: come join us for orange juice, coffee, cereal and doughnuts!

9:30 am ICE-BREAKERS:
Through the ice-breakers, we will get introduced to each other.
(ALL TUTORS)

10:00 am TUTORING: PUTTING WHAT WE DO INTO PERSPECTIVE:
We will talk about tutoring as an art, what is expected from you as tutors and tutor contracts.
(ALL TUTORS)

10:30 am LISTENING: THE HEART OF ANY DIALOGUE:
We will look at the tutoring process as a dialogue. We will also share strategies and mindsets.
(ALL TUTORS)

11:30 am PROFESSOR EXPECTATIONS:
A professor will be our first guest speaker in a series. S/he will discuss her expectations of us when we work with his/her students.
(ENGLISH, PSYCHOLOGY, SI AND DIRECTED STUDY TUTORS)

12:00 pm LUNCH ON YOUR OWN !

1:00 pm TUTORING STRATEGIES:
We will share strategies for working with students.
(NEW TUTORS)

2:00 pm LOOKING AT OURSELVES/LOOKING AT OTHERS WHILE WE TUTOR:
This very important 2 hour session will help old and new tutors understand that tutoring is a special kind of relationship. This session allows tutors to talk honestly.
(ALL TUTORS)

4:00 pm FROM THE ABSTRACT TO THE CONCRETE:
We will direct tutors in using today's discussion as a springboard for conceptualizing a "learning" bulletin board.

board.
(ALL TUTORS)

5:00 pm ADJOURNMENT

9:00 am WAKE UP & FOLLOW UP ON THE CONCEPT FOR THE BULLETIN BOARD:
(ALL TUTORS)

10:00 am PROCEDURES & POLICIES:

11:00 am OUR COMPUTER FAMILY: Apple, Zenith, MacIntosh
Earlier in the training, tutors will be able to sign up to learn about the computer(s) of their choice.

12:00 pm LUNCH ON YOUR OWN!

1:00 pm MOCK PRESENTATIONS
(ALL TUTORS)

2:00 pm SHARING & SUMMING UP
(NEW TUTORS)

3:00 pm QUESTIONS
We will also talk about what you can expect in the two weeks before the Center officially opens.

3:30 pm QUIZ & EVALUATIONS

4:00 pm RECEPTION: Reading Lab
We will host a small reception "officially" welcoming on board the new Assistant to the Director. We hope you will stay and mingle.

Have a safe trip home and we will see some of you next week.

Tutor Training Evaluation

Directions: Please evaluate each training session you attended. Also, respond to the questions at bottom of the page and on the reverse.

"At the Table"	Highest			Lowest
1. Listening Exercise/Discussion	1	2	3	4
2. Good Things to Know	1	2	3	4
3. Goal Setting	1	2	3	4
4. Effective Questioning	1	2	3	4
5. Balancing Doing, Telling and Ego	1	2	3	4
6. Importance of Writing in any Tutoring Situation	1	2	3	4
7. Types of Tutors and Students "At the Table" Encounters	1	2	3	4
8. Self-Awareness Workshop	1	2	3	4
9. Breakout Sessions Math	1	2	3	4
English/Writing	1	2	3	4
Science	1	2	3	4
10. Policies	1	2	3	4
11. Record-Keeping	1	2	3	4
12. Wrap-Up	1	2	3	4
13. Tutor-Training Manual Effectiveness as Tutor aid and resource	1	2	3	4

What was the most helpful aspect of tutor training? _____

_____

What was the least helpful aspect of tutor training? _____

_____

What suggestions do you have for improving tutor training? _____

_____

What topics would you be interested in for future tutor-training sessions? _____

_____

What suggesions do you offer the presenters? _____

_____

_____

What suggestions do you have regarding the tutor-training manual, Self-Sufficiency in Dialogue: Not for Tutors Only? _____

_____

Would you volunteer to contribute future chapters to the manual? _____Yes _____No

Additional Comments: _____

_____

_____

_____

Thank you. Did you have a productive semester?

TUTOR/STAFF INVENTORY

NAME _____ S.S.N. _____ BIRTHDATE _____

PLEASE LIST THE SUBJECTS YOU WILL BE TUTORING.

_____

_____

PLEASE LIST YOUR CLASS SCHEDULE (DAYS & TIMES ONLY! DO NOT LIST COURSE TITLES.).

_____ _____ _____ _____

_____ _____ _____ _____

SHIPPENSBURG ADDRESS & PHONE NUMBER.

_____

_____

PERMANENT ADDRESS & PHONE NUMBER.

_____

_____

FUTURE ADDRESS & PHONE NUMBER (FOR ADMINISTRATIVE USE ONLY)

_____

GOOD MEETING TIMES _____ BAD MEETING TIMES _____

IS 3:00PM OR 3:30PM A GOOD TIME FOR TRAINING? IF NOT OR FOR ONLY FOR CERTAIN DAYS, PLEASE INDICATE BELOW.

PLEASE JOT DOWN A CATCHY PHRASE OR SENTENCE TO ENCOURAGE STUDENTS OR THE REST OF US. WE WILL PUT THESE ON THE BACK WALL OF THE TUTORING ROOM OR IN ANOTHER APPROPRIATE AREA. WE ESPECIALLY NEED SOMETHING PERTAINING TO MATH AND/OR THE SCIENCES.

WHAT GOALS DO YOU HAVE FOR YOURSELF THIS SEMESTER?

PLEASE SET UP 3 ALTERNATIVE SCHEDULES BASED ON THE HOURS OF OPERATION AND THE NUMBER OF HOURS YOU ARE WORKING:

MONDAY - THURSDAY: 9:00AM - 4:30PM
7:00PM - 9:00PM
FRIDAY: 9:00AM - NOON

WHILE THESE ARE STANDARD HOURS OF OPERATION, IT IS POSSIBLE TO STRADDLE HOURS: FOR EXAMPLE, TO COME IN AT 6:00PM AND LEAVE AT 8:00PM. I WOULD APPRECIATE IT, HOWEVER, YOU WOULD NOT CHOOSE TO COME IN EARLIER THAN 9:00AM! I WOULD ALSO APPRECIATE IT IF YOU WOULD NOT TUTOR ON FRIDAY AFTERNOONS. THANKS!

OTHER TIPS:
1. DON'T SCHEDULE FOR MORE THAN 3 HOUR BLOCKS, UNLESS YOU HAVE DISCUSSED THIS WITH DR. BUTLER.
2. TRY TO GIVE YOURSELF ONE DAY OFF, SUCH AS FRIDAY.

ALTERNATIVE SCHEDULE:

1. SUN _____
   MON _____
   TUE _____
   WED _____
   THR _____
   FRI _____

2. SUN _____
   MON _____
   TUE _____
   WED _____
   THR _____
   FRI _____

3. SUN _____
   MON _____
   TUE _____
   WED _____
   THR _____
   FRI _____

MATH TUTORS: PLEASE INDICATE AT LEAST 1 WALK-IN HOUR WITH THE REST OF YOUR HOURS.

EVERYONE: IF YOU CAN DO "DESK DUTY" OVER THE LUNCH HOUR, PLEASE INDICATE WITH AN "L". ALSO, PLEASE DESIGNATE AT LEAST 1 HOUR FOR RECEPTIONIST DUTY. WHEN YOU RETURN, PLEASE CHECK THE LIST TO SEE IF YOU HAVE BEEN APPOINTED AT TIME.

TUTOR EVALUATION SHEET

Dear Student,

Thanks very much for using our services. Please take a few minutes to fill out this evaluation. Your responses will help your tutor continue to do a fine job or they will help him/her learn how to do a better job.

Thanks very much: you do not have to sign your name unless that is your wish. Beverly A. Butler

TUTOR'S NAME _____

SUBJECT AREA _____

SEMESTER _____

Is your tutor personable?

Does he/she know his/her subject well?

Does he/she provide you with self-help tools and/or strategies so that you can learn how to do the work without help?

Is he/she usually on time for your appointments?

What are your tutor's strengths? Please be as specific as possible.

In what areas might your tutor improve so as to make the sessions most beneficial for the two of you?

Would you recommend the Center to others who need help?

Can you offer any suggestions to make our Center more accessible?

THE LEARNING ASSISTANCE CENTER
SHIPPENSBURG UNIVERSITY

SUPERVISOR EVALUATION OF TUTOR

Tutor _____ Supervisor _____ Date of Evaluation _____

AREAS OF ASSESSMENT

1. Knowledge of Subject: Poor Fair Good Very Good

2. Promptness: Poor Fair Good Very Good

3. Dependability: Poor Fair Good Very Good

4. Intitative/Maturity:

a. Ability to deal with unplanned/unexpected events	Poor	Fair	Good	Very Good
b. Ability to model good academic habits	Poor	Fair	Good	Very Good
c. Ability to demonstrate good tutoring habits	Poor	Fair	Good	Very Good
d. Establishing a rapport	Poor	Fair	Good	Very Good
e. Building a supportive learning climate	Poor	Fair	Good	Very Good
f. Respecting the tutee's level of learning	Poor	Fair	Good	Very Good
g. Providing the student with the skills needed to work self-sufficiently	Poor	Fair	Good	Very Good

5. Interpersonal Skills:

a. Firmness when necessary	Poor	Fair	Good	Very Good
b. A sense of humor	Poor	Fair	Good	Very Good
c. An enthusiasm for the job	Poor	Fair	Good	Very Good

6. Acceptance of Constructive Criticism: Poor Fair Good Very Good

7. Record Keeping: Poor Fair Good Very Good
Good record keeping means that the records are accurate, specific, and complete.

8. Adherence to Center's policies and procedure

Narrative:

CHECKLIST FOR TUTORS

WHEN TUTORING...

1. SIGN IN.
2. CHECK APPOINTMENT BOOK FOR TUTEES.
3. PULL THE STUDENT RECORD CARD OR GET A BLANK ONE FOR A NEW TUTEE.
4. GATHER TOGETHER MATERIALS YOU WILL NEED: TEXT, PAPER, ETC.
5. GREET YOUR STUDENT.
6. IF TUTEE IS LATE FOR THE FIRST SESSION, CALL AS A FRIENDLY REMINDER.
7. DO A **COMPLETE** INTAKE WHEN YOU FIRST MEET THE STUDENT.
8. INFORM STUDENT OF THE LAC'S **NO-SHOW** POLICY.
   [A 24-hour notice is required on telephone cancellations]
9. TUTOR: SET GOALS, CONDUCT THE SESSION AND CLOSE WITH A REVIEW.
10. SCHEDULE ADDITIONAL APPOINTMENTS FOR THE FOLLOWING WEEK (S) IF YOU, STUDENT AND/OR PROFESSOR FEEL(S) REGULAR SESSIONS ARE NECESSARY.
11. COMPLETE STUDENT RECORD CARD: GOAL(S), SPECIFIC SUMMARY OF WHAT YOU COVERED, ETC.
12. FILL OUT SLIPS TO PROFESSORS [USE ENTIRE NAME] INFORMING THEM WHICH STUDENTS ARE USING THE LAC'S SERVICES.
13. RECORD NUMBER OF STUDENTS SEEN ON THE FLOWCHART.
14. PUT MATERIALS, TEXTS, PAPER, CHAIRS, ETC. IN THEIR ORIGINAL PLACES.
15. SIGN OUT.

WHEN WORKING....

--AS RECEPTIONIST, WRITE IN STUDENT'S **NAME, PHONE NO., CLASS AND PROF.** EACH TIME.

--IF NECESSARY, RESCHEDULE YOUR OWN APPOINTMENTS.

--STAY ON TASK UNTIL IT IS COMPLETED **OR** PROCESS YOUR PROGRESS WITH A STAFF MEMBER.

--WITH **REGULARS**, COMPLETELY FILL IN ALL APPOINTMENT SHEETS IN THE BLACK NOTEBOOK: **NAME, PHONE NO., CLASS AND PROF.**

--**VOLUNTEER** TO CONDUCT WORKSHOPS OR CLASS PRESENTATIONS.

--ALWAYS BE A GOODWILL AMBASSADOR FOR THE LEARNING ASSISTANCE CENTER.

[Sample Payroll Sheet]
To be filled out by paid tutors

NAME: David DATES 1-20 to 2-2

	WEEK 1		WEEK 2	
SUNDAY	TOTAL	HOUR(S)	TOTAL	HOUR(S)
TIME(S)				
TIME(S)				
MONDAY	TOTAL	HOUR(S)	2 TOTAL	HOUR(S)
TIME(S)			2:00 - 4:00	2
TIME(S)				
TUESDAY	TOTAL	HOUR(S)	2 TOTAL	HOUR(S)
TIME(S)			7:00 - 9:00	2
TIME(S)				
WEDNESDAY	6 TOTAL	HOUR(S)	2 TOTAL	HOUR(S)
TIME(S)	11:00 - 5:00	6	7:00 - 9:00	2
TIME(S)				
THURSDAY	TOTAL	HOUR(S)	2 TOTAL	HOUR(S)
TIME(S)			7:00 - 9:00	2
TIME(S)				
FRIDAY	TOTAL	HOUR(S)	3 TOTAL	HOUR(S)
TIME(S)			10:00 - 1:00	3
TIME(S)				

TOTAL HRS 6 WEEK 1

TOTAL HRS 11 WEEK 2

I HEREBY STATE THAT THIS TIME SHEET IS CORRECT.

David February 2

Shippensburg University

LEARNING ASSISTANCE CENTER TUTORING CONTRACT

The Learning Assistance Center and the tutor whose signature appears on this document agree to the terms listed herein.

As a tutor in the Learning Assistance Center, I, _____, agree that I will uphold the terms as listed in this contract. I also agree that when I can no longer fulfill those terms, I shall be released from my position as a tutor in the Learning Assistance Center.

As a tutor in the Learning Assistance Center, I will be **on time** for my appointments and **make all necessary arrangements** when my schedule must be changed. In making those arrangements, I will first talk with the Director or the Assistant to the Director regarding my intentions. I will also try to keep myself current in my discipline and creative in my tutoring endeavors. When group or individual meetings are scheduled, I will **attend all meetings** as a way to enhance my tutoring skills and growth as a para-professional. In addition, I realize the following are a part of my responsibilities:

^maintaining a **3.0 GPA**
^keeping **complete** and **detailed** student records
^making **one handout** in my discipline
^facilitating **one workshop** or **classroom presentation**
^contributing to a **computer journal**

Secondly, because I see the Learning Assistance Center as vital to a student's total education, I will:

^**uphold policies and procedures**
^**function as an ambassador** when not in the Center
^**perform Center-related tasks**, whether xeroxing handouts, running errands, or constructing bulletin boards

Finally, if I decide to leave the Learning Assistance Center, I will notify the Director of my intentions **two** to **four weeks in advance**.

The Learning Assistance Center and _____ enter into this contract on _____.

Beverly A. Butler
Dr. Beverly A. Butler
Director

James L. Hill
Mr. James L. Hill
Assistant to the Director

Kathy Aberman
Mrs. Kathy K. Aberman
LAC/Act 101 Outreach Coordinator

DEPARTMENT OF HISTORY AND PHILOSOPHY
SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA
SHIPPENSBURG, PENNSYLVANIA 17257 / (717) 532-1621

WRITING ACROSS THE CURRICULUM

Writing across the curriculum means exactly what the term seems to mean: writing exercises in the range of contexts provided by all kinds of courses and majors that an university offers. A college education must, of course, include the acquisition and advancement of writing skills. A single course in English Composition represents a mere 2.5 percent of a college curriculum, far less than its importance. Developing the ability to write is the most important part of a college education. It is much more than a communication skill: it is also a way to discover knowledge, to produce knowledge and to store it for subsequent use. To learn effectively, one must write effectively, and in a wide variety of circumstances, all across the curriculum.

Paul V. Adams
Professor of History

Learning Assistance Center Advisory Board
Minutes
February 10, 1987

The Shippensburg University Learning Assistance Center Advisory Board met on Tuesday, February 10, 1987 at 4:00pm in the Reading Lab, McLean Hall Basement. This was the first meeting of the newly created Board. Members present included: Beverly Butler, Juanita Condon, Cathrine Dibello, Dick Ruth, Augie Walker, Adriene Williams.

Beverly Butler welcomed everyone to the first Learning Assistance Center Advisory Board Meeting. She pointed out that it will help the Learning Assistance Center do its job better and it will also help the campus. Members then introduced themselves.

Dr. Butler then gave an overview of some of the activities and services in the Center. The Center sees 113 students during the average week. Originally, individual tutorials were used as a way of helping students: now groups are becoming more common:- thanks to Dick Ruth and math tutors. Also, the Center is moving towards talking to more professors. A mentorship program has been started for beginning tutors. The Center is also involved in a bit of community tutoring, and is continuing its outreach to Act 101 and Foreign Students.

Dr. Butler asked for suggestions, observations. Dick Ruth suggested that there should be programs that would possibly target certain groups to get them to the Learning Assistance Center.

A discussion followed about the Learning Assistance Center, accessibility and myths. Juanita Condon suggested putting together promotional packages: pencils--with "LAC" printed on them. Augie Walker urged that the freshman class must be reached early on. Fliers could be passed out in dining halls, the CUB, and dorms. A person should be there to talk to students after the first few weeks of the semester. Walker also suggested using a tent for Homecoming/Parents Day. It is important to talk to Admissions so that they will understand we need to know when and how many students to expect so we can have material prepared.

Juanita Condon said we could designate contact people in the dorms to come to the Center every semester to learn what we do so they can go back and tell students. We could also put some information in the Freshman Register, and have a reception or tea on Freshman Parents' Day. A sheet similar to the Fact Sheet could be given to parents.

Dibello said we should send information to High School guidance counselors along with Admissions information. Also, a liason person could work with Public Relations and Admissions. Condon suggested we stress to them how we could be an asset to them in recruiting efforts.

Dr. Butler described what she sees as the challenges of the Board: to be a think tank, a liason, and a resource pool in terms of campus and community.

We need a balance of student and older, more permanent tutors-people from the Shippensburg community, for example people who have degrees or people who are

retired. Dr. Butler would also like for more professors as well as students to tutor in the Center.

Dibello said we could have a special "Professor Day" or "Education Day" to get professors into the Center. Professors would tutor on this day by using one of their office hours.

The meeting closed with a discussion of meeting times and the next meeting. It was decided that the Board should meet once a month and that strategies for implementing the ideas discussed today would be worked out at the next meeting. Members submitted good meeting times to Butler. Butler then gave out handouts: Fact sheet, a Philosophy of the Center sheet and two articles on tutoring and learning.

The meeting was adjourned at 5:33pm.

Respectfully submitted,

Adriene Williams

Adriene Williams

BY-LAWS
ADVISORY BOARD TO THE LEARNING ASSISTANCE CENTER
SHIPPENSBURG UNIVERSITY

Article I - Name

The name of this organization is the ADVISORY BOARD TO THE LEARNING ASSISTANCE CENTER AT SHIPPENSBURG UNIVERSITY, hereby referred to as the Advisory Board.

Article II - Purpose

The purpose of the Advisory Board is two-fold: to lend its support to programs, policies, and projects as put forth by the Learning Assistance Center and to offer advice and direction, when needed.

The objectives of the Advisory Board are:

1. To advise the Director of the Learning Assistance Center on any matter regarding and affecting the Center;

2. To promote a positive awareness of the Learning Assistance Center on campus and in the wider Shippensburg community;

3. To foster an understanding for the Learning Assistance Center's endeavors and philosophy;

4. To participate in problem solving activities designed to enhance the outreach of the Learning Assistance Center;

5. To assist the Learning Assistance Center in maintaining and expanding its role and function through adequate funding and resources;

6. To evaluate, as necessary, the effectiveness of the services provided by the Learning Assistance Center.

Article III - Membership

The total body of the Advisory Board will consist of no more than twelve (12) members. An Executive Committee will be selected from this membership. The full board will be broadly representative of the administration, the faculty, the student body, the tutors and the wider Shippensburg community.

Article IV - Officers and Elections

Section 1 . Executive Committee

The Executive Committee shall consist of the following officers:

1. Chairperson
2. Program Director

3. Secretary

Section 2 . Election

Officers shall be elected each year by the full Advisory Board during the September meeting. Voting will be by secret ballot and shall require a majority vote. Invitations for candidate nominations will be made in April of the previous semester.

Section 3 . Term of Office

Officers shall serve for a term of one year or until their successors have been elected.

Section 4 . Officers and Their Duties

The Executive Officers shall perform duties as outlined below:

A. The Chairperson

The Chairperson will:

1. Preside at all meetings of the membership and the Executive Committee as well as at any special meetings that s/he may call;

2. Maintain order;

3. Explain all questions regarding order;

4. Prepare and distribute, in consultation with the Director an agenda for all meetings;

5. Appoint committee chairpersons as well as interim chairpersons, whenever necessary.

B. The Director

The Director will:

1. Attend all meetings and act in an advisory capacity.

C. The Secretary

The Secretary will:

1. Record and distribute minutes of the Advisory Board business meetings;

2. Take attendance of the membership;

3. Handle all correspondence pertaining to the Advisory Board, unless otherwise specified.

Article V - Meetings

A. The full Advisory Board will meet once a month until which time it

is clear that four meetings a semester are unnecessary. At such time the full Board will begin meeting twice each semester;

B. Designated representatives will meet with the President and other members of the Executive Board at least once a year;

C. One third of the membership constitutes a quorum. No official action may be taken by the Advisory Board in the absence of a quorum.

Article VI - Standing Committees

A. The Internal Evaluation Committee will be appointed by the Chairperson and its duties will be to evaluate the overall success of the service rendered by the Learning Assistance Center.

Article VII - Special Committees, as needed

With the consent and under the possible suggestion of the Executive Committee, the Chairperson may appoint Special Committees as appropriate.

Article IX - Amendments

These By-Laws as outlined here can be amended by a majority vote of the membership. Copies of proposed amendments must be sent to members prior to the next meeting in order to receive ample consideration and possible approval.

Approved by vote of the membership

Concurrence - BEVERLY A. BUTLER
Director
The LAC

Chairperson, Advisory Board
University

Agreement - ANTHONY F. CEDDIA
President
Shippensburg

Date

LAC WORKSHOPS: Everything You Want to Know... and More

WHAT: Special Workshops on:
Survival Skills, such as Stress Management, Computer Literacy, Athletics and Academics, Practice in Process Writing, Possible Statewide Conference (to be announced)

WHEN: Throughout the school year - fliers, posters, phone mail and letters will be used to spread the word.

WHERE: The Learning Assistance Center in the basement of McLean Hall, unless otherwise specified (for example, a classroom in DHC or SNH)

WHO: Workshops are open to all members of the Ship family...faculty, administration, staff and students. The only requirement is to call x1420 or stop by the Center at McLean Hall to sign up. Also, feel free to call Mr. James Hill, the Workshop Coordinator, at x3129.

LAC WORKSHOP SIGN-IN LIST

NAME OF WORKSHOP_____
PRESENTER_____ DATE_____
TIME_____ PLACE_____

	NAME OF STUDENT	PHONE NUMBER	REFERRED BY
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

^Usually 20 participants permitted per workshop.
^Students must call x1420 or drop by the LAC to register

11. 12. ^Sign-up sheets are located in the Workshop notebook.
^Professors, staff, administrators, tutors and students

13. facilitate campus-wide workshops.
^Workshops consist of a one-hour+ intensive engagement

14. with one specific topic.
^Please call Workshop coordinator, Mr. James Hill, x3129

15. for additional information.

16.			
17.			
18.			
19.			
20.			

WORKSHOP EVALUATION

DATE _____

TOPIC _____

Please rank each statement according to the following rating:

1: Strongly agree 2: Agree 3: Somewhat agree 4: Disagree
5: Strongly disagree

_____ The goals of the workshop were clearly presented.

_____ My personal workshop goals were met.

_____ The presenter was prepared for the workshop.

_____ The material was presented in an understandable manner.

_____ Support material waas appropriate to the topic.

_____ The topic was of interest to me.

_____ I acquired new learning skills from my workshop participation.

_____ Enough time was allowed for discussion.

What was the most helpful aspect of the workshop? _____

_____

What was the least helpful aspect ot the workshop? _____

_____

In what ways could this workshop be improved for the future? _____

_____

What could the presenter do to make future workshops more effective? _____

_____

_____

What topics would be of interest for future workshops? _____

_____

In a Nutshell

by Dr. Beverly Butler

In a nutshell, tutoring is

- a dialogic "dance" between two or more people
- very basic -- we all need it at some time or another
- educational for both "sides of the table"
- a "balancing" act between doing, telling, showing and keeping quiet
- not a "miracle cure" for not going to class or not doing homework or not processing material with one's professor
- very individual: some students might need to come once; some might need to come thirty-six times -- for the same subject
- a grueling exercise in listening. The BEST tutors listen as though <u>their</u> lives depended on it.
- a rewarding exercise in prioritizing. A student comes in with a 20 page paper that was due yesterday: will you sweat to get through all 20 pages in one hour or will you isolate out patterns of correctness and patterns of error?
- best learned at the table: this statement might seem to go against the very grain of this manual. I don't think so, because I do believe strongly that tutors must be trained. I believe equally as strongly, however, that tutors need to bring "some soul stuff" <u>with</u> them when they are first hired. Then, all I attempt to do with this manual and in tutor training is bring out that good "stuff of the soul."

IN DIALOGUE:
"FUTURE CALLING"

Introducing Campus Resources

by Dr. Beverly Butler

There are several resources on campus in addition to the Learning Assistance Center. Because many of your students need help as well as outlets that are non-academic, you may find it useful to know about those campus resources that are outside the realm of the Learning Assistance Center. By introducing your students to other resources, you may enable them to better get on with the task at hand -- namely, the work that the two of you must do together. When you introduce resources to your students, remember that they may need you to provide the non-threatening context that will allow them to take full advantage of the services -- that is, they may need to understand from you that the help they seek is normal, natural and that they are not alone in their seeking. This is particularly true if you are referring them to, say, the Counseling Center or even to the Career Planning and Placement Center. They may also need to know that asking questions as well as admitting that they do not know everything is a necessary pre-requisite for true learning. And, that with true learning comes a certain amount of freedom.

The advice that Larry Lehman, a Shippensburg graduate from the Masters Degree Program in Counseling, gives regarding the Counseling Center can apply to other campus resources: "The best way to know these things is to visit the Counseling Center and to become acquainted with the facility and how it functions. When you are acquainted with the Center and believe in what it is doing you can successfully refer others." Just take some time, perhaps a half-an-hour to an hour, to visit these areas so that you will be comfortable with them: one way to do this might be to join us for a pertinent brown-bag. Once you have visited some of the resources on campus and gotten to know at least one person on staff there, then it might be helpful to your students if you either took them to the particular facility or could refer them to a specific individual. Your confidence in and knowledge of the area might give your students that extra confidence to take a decisive step in the direction leading towards help. Also, make sure that you follow up by asking your students about their experience with the particular department or area:

Some CAMPUS RESOURCES are:

1. The Counseling Center (Wright Hall, first floor, 1481): In addition to helping students understand and cope with personal problems, the Center also provides diagnostic help with career selection. All shared information is held in the strictest confidence.

2. The Career Planning and Placement Center (Reisinger House, off Lancaster Drive, 1484): through the software program, Discover, students are able to get some insight into their strengths and interests career-wise. The Center also helps students put together cover letters and resumes, and they often organize on-campus

THE LEARNING ASSISTANCE CENTER RESOURCES

by Dr. Beverly Butler

The Learning Assistance Center has many resources. The people who work there make up its most vital resource:

THE PEOPLE:

The Director is the person responsible for the management of the Center. It is his/her responsibility to ensure that those working with him/her know what is expected of them and that they carry out their responsibilities. S/he is knowlegeable about all areas of the Center's operation and should be consulted about major concerns.

The Assistant to the Director is responsible for the managment of the Center in the absence of the Director. S/he is also the coordinator of workshops. S/he is also quite knowledgeable about the Center and can be consulted when the Director is not available or when the concern can be handled without input from the Director.

The Act 101 / LAC Outreach Coordinator coordinates the Supplemental Instruction Program. S/he also tutors, conducts workshops, completes special assignments which the Director may request, but most importantly, acts as the liaison between the Center and such "outside communities" as Act 101. In this capacity, s/he coordinates publicity campaigns and is in charge of the brownbag program.

The Secretary reports to the Director and makes sure that various typing and collating projects are completed. S/he is responsible for typing the appointment book sheets and will also send out attendance records to targeted people and/or groups on campus (an example of such group might be Act 101 Counselors, who monitor the progress of their students).

The Math Coordinator heads the Math Lab and should be consulted about anything involving the Lab. The Reading Lab Director should, likewise, be consulted regarding the Reading Lab.

The Tutors can be undergraduate or graduate students with a 3.0 in their majors, who are good at interacting with others. Tutors can also be volunteers from the community. Please see the chapter on criteria for hiring tutors for more information.

When you call, simply mention the person's title (i.e., "the Director" or "a math tutor") and the person who answers the phone will put you in contact with the correct person.

In addition to our human resources, we have a number of other kinds of resources in the Center.

recruitment visits with prospective employers. Through the newsletter, Catalyst , the Center provides information to students regarding job vacancies: they also get invaluable tips on such things as the steps to a clear resume as well as tips on job interviews. Highlights from Catalyst are often published in the student newspaper, The Slate .

3. The Dean of Students' Office (Old Main 210, 1164): this office provides assistance for non-traditional as well as international students in addition to the entire student body concerning housing and residence hall programming. It also governs the campus sororities and fraternities.

4. The Student Association (The CUB, second floor, 1651): this group, composed primarily of students, has a great deal of input into the policies, procedures, rights and privilledges as well as the programs that concern students . Those students who are elected to committees learn a great deal about management, programming and budgeting.

5. The Women's Center (Horton Hall, first floor, 1790): this facility, for both men and women, was established as a place where understanding could be fostered between the sexes. This understanding is fostered through such activities as workshops, speakers, seminars and get-togethers.

6. The Non-Traditional Student Association (works out of the Dean of Students' Office: see above): this association provides a support network for those students who have returned to school after a hiatus of some kind.

7. The International Student Association (this organization also functions out of the Dean of Students' Office): composed of foreign students, the association plans activities in an effort to minimize cultural shock. Their advisor is the Dean of Students.

8. Campus Ministries (McCune Hall Basement, 1672): this spiritual outreach to students tries to nurture the faith of those who might be catholic, episcopal or protestant. However, anyone -- no matter what their religious affiliation -- can seek the counsel of one of the ministers and can attend the services and other sponsered activities.

9. The Cumberland Union Information Desk (The CUB, first floor, 1693): although literally just a desk with a phone, one can find housing information such as another student's phone number, reserve rooms, make campus phone calls and find out general information about activities on campus and at the Union.

10. United Ministries of Higher Education (Mrs. Mary O. Bradshaw can be contacted regarding the services this group provides, 1481): this is a spiritual outreach specifically geared to the needs of black students. As with Campus Ministries, anyone can use the services.

11. The Greek Council (Inter-fraternity and Inter-sorority councils as well the Pan-Hellenic Organization, information regarding this organization may be obtained through the Student Affairs Office) : determines the rules and policies for the operation of the various Greek organizations on campus.

12. Etter Health Center (across from Seavers Apartments, 1458): this center provides medical assistance to students with minor health ailments. Primarily an out-patient facility, the Center is open 24 hours a day, seven days a week during the regular school term. Service is only available for full-time students as well as full-time faculty and staff members.

13.International Student Office (Shippen Hall 129) : this is a room set aside for the use of the foreign students on campus. The room is often used as a place to get-together with friends or as a place to study and plan activities.

14. Campus Police (Physical Plant, 1444): it may surprise some students to know that the Campus Police can help you to get into your car if you accidentally locked the keys inside, will fill up your tank if you are unexpectedly gas-less and will even attempt to jump-start your car if it has gone dead. They don't <u>just</u> write parking tickets!

15. The African American Organization (Gilbert Hall, first floor, 1616): this organization tries to address the many needs of the university's black students. Parties, workshops, seminars, special programs such as "Cultural Awareness" and "The African American Festival" are sponsored by the African American Organization. Students of all races are encouraged to participate and contribute to the activities as well as to the newsletter. The African American Center can be reserved by any individual or group on campus for classes, special programs, etc.

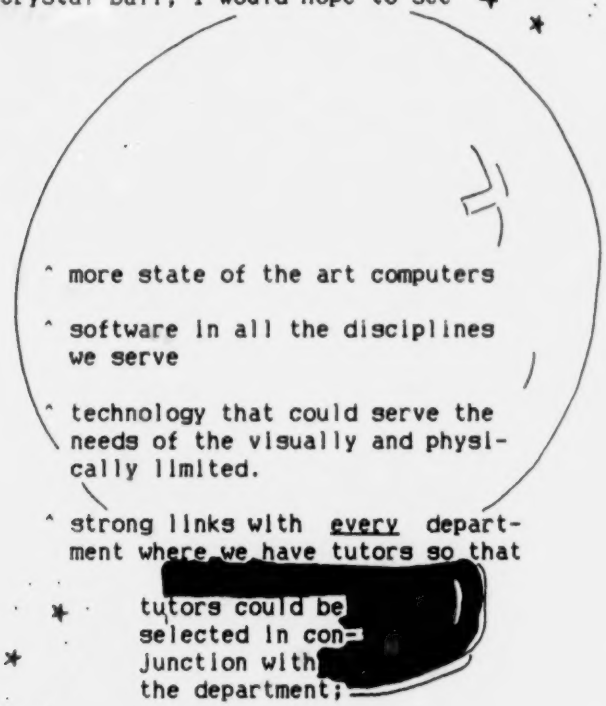
Students at Shippensburg University are fortunate that there are so many campus resources at their disposal. As a tutor, you can help <u>your</u> students learn how to use those resources to their <u>best</u> advantage. Additional resources can be found in our Study Skills booklet.

A Look Ahead: Spanning Into the Future

by Dr. Beverly Butler

The Learning Assistance Center now serves between 800 and 1000 students in any given academic year. Approximately 200 additional students participate in workshops and brownbag luncheons and/or hear a LAC classroom or dorm presentation. We now have 10 computers and numerous file cabinets, and, yes, the <u>entire</u> basement of McLean is ours. To borrow a cliche, we have indeed "come a long way." And, although the journey has been a good, exciting, sometimes frustrating one, it is not over. I still have visions for the Learning Assistance Center that span into the future.

If I had a crystal ball, I would hope to see



- more state of the art computers
- software in all the disciplines we serve
- technology that could serve the needs of the visually and physically limited.
- strong links with <u>every</u> department where we have tutors so that
  - tutors could be selected in conjunction with the department;
  - departments might share in the paying of tutors;
  - more faculty might "translate" office hours into tutoring hours;
  - more departments might donate books currently in use and more faculty would share syllabi, tips, handouts, etc.;
  - more faculty would

facilitate workshops
and brownbags;

more faculty and administrators would simply come over to visit or to use our facilities.

- a full-time receptionist, whose primary job would be to answer the phone, "direct traffic," bank students into a central computer and take messages.

- a full-time statistician, who would not only tutor students and others in mathematics and statistics, but who would also be in charge of collecting and "reading" the LAC data. I am convinced that we have a goldmine of information here about teaching and learning as well as about students: the problem is that it takes me forever to pull it all together.

- A full-time LD and ESL specialist, who also has some understanding of the physically limited.

- secretarial assistance in the summer.

- a new, larger facility that might be linked with, say, the library or student affairs or advising. I think there should be a place where students can walk in one door to get tutored, step into another and get scheduling as well as career advice and then perhaps wander into yet another door and talk about their feelings. Such a facility would be an important addition to the campus -- it would cut down on a lot of wasted energy and frustration. Of course, it should be <u>absolutely</u> accessible to the physically limited.

- more services, such as conferences in writing, learning and teaching. I would also like to expand the services we have: for example, I would eventually like for the workshops to be set up in such a way that some are given semester after semester with one person, preferably someone outside of the LAC, functioning as the coordinator. That person would touch base with Joan West, who would spend her time pulling together new workshops.

Well, the crystal ball has "faded out" for now.

Do I believe that perhaps some of what it showed me will come true? Of course, because I see the beginnings of some of them right now. For example, Lois Waters, J.D. and Joann Fenton, Ph.D. have already been working on providing the LAC with a part-time LD specialist and with equipment for the visually and physically limited. This is exciting progress....

Well -- until 2007.... Beverly

Learning
Assistance
Center

In Dialogue: Tutor to Tutor

Shippensburg
University

Do you have homework to do but no clues on how to begin?

Does the terminology your professor uses sound familiar, but you feel you need a review?

Are you frustrated by demands on your time?

Are you easily distracted?

If you answer "yes" to any of these questions, then you need the Shippensburg University Learning Assistance Center (LAC) located in the basement of McLean Hall. You will receive *free* help from qualified, trained tutors who can "talk through" an essay topic, explain or review context-specific terminology, outline time-management tips, or even suggest ways to better concentrate.

What Does the LAC Offer?

- one-on-one tutoring sessions
- workshops focusing on crucial skills such as test-taking, writing a thesis or a research paper
- advice on coordinating your schedule to accommodate all the demands on your time.
- brown-bag lunches to inform targeted university groups about LAC programs

We generally have math, writing, history, psychology, economics, QBA, geography, chemistry, and accounting tutors. We also try to provide a tutor who specializes in English as a second language. Tutors offer tips on time management and study skills that will help maximize your talents and minimize your frustrations.

LAC tutors consist of professionals, professors, administrators, volunteers, and students who are proficient in their respective fields, and demonstrate skill in working with people.

How to Get Help

Call 532-1420 or stop by to schedule an appointment. Tell the receptionist the specific subject in which you need assistance. You will be scheduled with a tutor in that discipline.

Tutoring Sessions

Tutoring is either one-on-one or in a group. One-on-one tutoring is a dialogue between you and your tutor. *Most* tutoring sessions are conducted in this way.

Group sessions are often held in high demand, high-risk subjects such as math and QBA. Group sessions are also held during mid-term and finals weeks.

Whenever you come, bring your

- textbook
- questions
- syllabus
- homework

Make an appointment, come on time, and be prepared to work. However, continue to go to class and to *work with* your professors.

Outreach to Act 101 Students

The coordinator contacts students about tutoring services, keeps records of those Act 101 students who visit the LAC, and serves as a liaison with Act 101 counselors.

Outreach to International Students

Through our tutor who specializes in English as a second language, international students can receive help with language skills and other subjects.

Math Lab

Students enrolled in developmental math courses use the math lab to enhance their basic skills and develop habits required for a successful college experience.

Professor Dick Ruth of the math/computer science department coordinates the lab; all inquiries should be addressed to him.

Supplemental Instruction

To enrich student performance, the LAC uses the Supplemental Instruction model. Tutors attend classes, reinforce course material, work closely with professors, and conduct weekly tutorials.

More than Just a *Tutoring* Center

You are welcome to

- study
- check out books
- use one of the computers or typewriters
- clip magazine articles
- use other equipment

"I would like to express my appreciation for the fine help with my precalculus math that I received from the Learning Assistance Center. I was very impressed with the thorough knowledge and understanding demonstrated by the math tutors who helped me: Ehsan Gaffur, Madala Rao, and Todd Stine. Also, I was very impressed with their teaching methods. I commend them all for their expertise, as well as the LAC administrators for their fine management and hope that this help will continue to be offered in the future."

Tim M. Strickler
1991 S.U. graduate

LAC Hours

Monday-Thursday	9:00 a.m.– 9:00 p.m.
Friday	9:00 a.m. – 4:30 p.m.
Sunday	see below

The LAC is sometimes closed for an hour. For this reason, you are encouraged to call for hours on particular days. Occasionally, there are tutoring hours on Friday afternoons. Also, Sunday hours depend on tutor availability.

Learning Assistance Center

You can contact the LAC, located in the McLean Hall basement, by calling 532-1420.

Dr. Beverly A. Butler
Director

True tutoring occurs "in dialogue" where the "talk" is not "students to tutor" but "tutor to tutor."

A member of Pennsylvania's State System of Higher Education

Shippensburg University is an equal opportunity educational institution. Direct requests for handicap accommodations and other inquiries to the Office of Social Equity, Old Main 109, Shippensburg University, Shippensburg, PA 17257, (717) 532-1161.